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ABSTRACT

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for marketing I-II and fashion merchandising. Presented first are a program description and course outlines. Section I contains curriculum frameworks for the three courses, and section II contains outlines of the instructional units required in each course. Marketing I has 11 units: orientation, marketing and economic fundamentals, human relations, communications, math, selling, merchandising/inventory control, credit, promotion, career development/employability skills and entrepreneurship. Marketing II has eight units: economics, principles of management, store layout, store security, trading area, buying/merchandising selection, stock and inventory control, and promoting a small business. Fashion merchandising has 11 units: orientation, introduction, the movement of fashion, textiles and fibers, selling fashion apparel, fashion advertising, fashion through display, the buyer and fashion buying, merchandising math, fashion show, and employment in retailing. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for the courses. (YLB)

ED 397 334

Mississippi Curriculum Framework for Marketing and Fashion Merchandising

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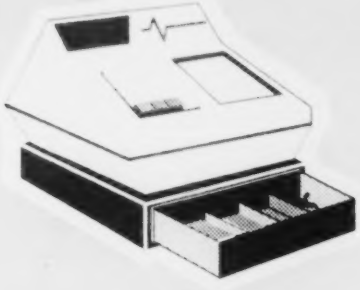

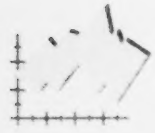

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CURRICULUM FRAMEWORK

FOR

MARKETING AND FASHION MERCHANDISING

Marketing/Fashion Merchandising
Program CIP: 08.0705 - General Retailing Operations

July 30, 1996

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FOREWORD

The courses in this document reflect the following statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended:

> The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such programs in the public schools as part of the State Program of Educational Accountability and Assessment of Performance. . .
>
> The department shall provide that such program or guidelines . . . are enforced through the performance-based accreditation system.
>
> The local school board must adopt the objectives that will form the core curriculum that will be systematically delivered throughout the district.
>
> Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.
>
> There shall be an annual review of student performance in the instructional program against locally established standards.

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - The number of days of instruction that should be required to teach the competencies and objectives of the unit. For secondary occupational programs, a "day" represents a two-period block of instruction.
- Competencies and Suggested Objectives
  - A **Competency** represents a general concept of performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to master all competencies in the curriculum framework in order to satisfactorily complete the course.
  - The **Suggested Objectives** represent the enabling and supporting knowledge and performances that will indicate mastery of the competency.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each suggested objective. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include classroom discussions, laboratory exercises, and student assignments. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.
- Suggested Resources - This section indicates some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

The following guidelines were used in developing the curriculum framework in this document and should be considered in developing local instructional management plans and daily lesson plans:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. For a one-year course, this means that the content of the existing units of instruction should represent approximately 135 days of instruction. The remaining 25 percent of each course should be developed at the local district level and may reflect:
  - Additional units of instruction within the course related to topics not found in the state framework.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
  - Activities which implement components of the Mississippi Tech Prep Initiative, including integration of academic and vocational-technical skills and coursework, school-to-career transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities, including work site learning activities, to better prepare individuals in the courses for their chosen occupational area.
- Sequencing of the units of instruction within a course is left to the discretion of the local district. Naturally, foundation units related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other units related to specific skill areas in the course, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

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July 30, 1996

PROGRAM DESCRIPTION

MARKETING/FASHION MERCHANDISING PROGRAM

(Program CIP: 08.0705 - General Retailing Operations)

The Marketing/Fashion Merchandising Program provides instruction in General Retailing Operations. Instruction in this program describes the theories, methods, and techniques related to the flow of goods and services from the producer to the customer. The Fashion Merchandising option links a specialization in marketing of apparel and accessories with the basic principles of retailing. This course emphasizes fashion selling and buying, fashion cycles, fashion coordination, and specialized consulting services.

The introductory course of Marketing I is perpetuated through the second year with an option of Marketing II or Fashion Merchandising as determined by the local district.

COURSE OUTLINE

MARKETING I

Unit No.	Unit Name	No. of Days
Unit 1	Orientation	5
Unit 2	Marketing and Economic Fundamentals	20
Unit 3	Human Relations	10
Unit 4	Communications	10
Unit 5	Math	20
Unit 6	Selling	25
Unit 7	Merchandising/Inventory Control	15
Unit 8	Credit	5
Unit 9	Promotion	20
Unit 10	Career Development/Employability Skills	15
Unit 11	Entrepreneurship	20

MARKETING II

Unit No.	Unit Name	No. of Days
Unit 1	Economics	20
Unit 2	Principles of Management	25
Unit 3	Store Layout	10
Unit 4	Store Security	15
Unit 5	Trading Area	15
Unit 6	Buying/Merchandising Selection	20
Unit 7	Stock and Inventory Control	20
Unit 8	Promoting a Small Business	20

FASHION MERCHANDISING

Unit No.	Unit Name	No. of Days
Unit 1	Orientation	10
Unit 2	Introduction to Fashion Merchandising	15
Unit 3	The Movement of Fashion	15
Unit 4	Textiles and Fibers	10
Unit 5	Selling Fashion Apparel	25
Unit 6	Fashion Advertising	20
Unit 7	Fashion Promotion through Display	15
Unit 8	The Buyer and Fashion Buying	10
Unit 9	Merchandising Math	20
Unit 10	Fashion Show	10
Unit 11	Employment in Retailing	15

SECTION I:

CURRICULUM FRAMEWORK

FOR

MARKETING AND FASHION MERCHANDISING

CURRICULUM FRAMEWORK

Course Name: Marketing I

Course CIP Code: 08.0705

Course Description: Marketing I is the entry level course of the secondary Marketing/Fashion Merchandising Program. Students in Marketing I will gain foundation competencies related to marketing and economic fundamentals, human relations, communications, mathematics, selling, merchandising and inventory, credit, promotional techniques, career development, and entrepreneurship. (1, 2, or 2½ Carnegie Units, depending upon time spent in the course)

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Review educational, occupational, and leadership opportunities in Marketing Education.
   a. Review student rules and regulations for the local school.
   * b. Research a specific job in marketing and present findings.
   c. Preview the career opportunities in Marketing Education.
   d. Update career/educational plans.
   e. Identify and describe leadership opportunities available from student youth organizations (DECA).

   Related Academic Topics (See Appendix A): C4, C6, S8
   Workplace Skills (See Appendix B): WP2
2. Define and analyze the marketing process in relation to modern society.
   a. Categorize marketing activities.
   b. Categorize items that are marketed.
   * c. Review and analyze case problems to determine marketing concept requirements are met.
   d. Explain the elements of the marketing concept.
   e. Describe production activities.
   f. Explain the nature of channels of distribution.
   * g. Investigate the channels of distribution (if accessible in local area).
   h. Differentiate between the ultimate consumer and the industrial consumer.
   i. Describe production activities to include land, labor, capital.
   j. Differentiate between types of utilities.
   * k. Analyze case problems pertaining to utilities.
   l. Explain the concept of market and market identification.

   Related Academic Topics (See Appendix A): C1, C4, C6, S8
   Workplace Skills (See Appendix B): WP2, WP3

3. Introduce economic fundamentals.
   a. Describe types of economic systems.
   b. Discuss the advantages and disadvantages of economic systems.
   * c. Review economic systems.
   d. Comprehend the concept of supply and demand.
   e. Compare competition to include direct and indirect and price and nonprice.
   f. Describe benefits of competition.
   g. Describe types of business ownership.
   * h. Interview an entrepreneur and report findings.
   i. Explain ways business can minimize risks.
   * j. Identify and describe four methods of dealing with risks.
   k. Define and calculate profit.
   * l. Review and demonstrate the profit principle.
   m. Define the concept of organized labor and business.

   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6, M1, M6, M7, S8

   Workplace Skills (See Appendix B): WP1, WP6
4. Demonstrate human relations skills in business.
   a. Identify human relation skills as they relate to business.
   * b. Analyze and practice intrapersonal skills as they relate to business.
   * c. Apply acceptable and expected personal traits in marketing.
   d. Analyze and practice interpersonal and group skills as they relate to business to include honesty, integrity, interest, enthusiasm, initiative, creativity, self-control, and acceptance of criticism.

   Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6

   Workplace Skills (See Appendix B): WP2, WP3, WP4, WP6
5. Explain the nature of effective verbal communication.
   a. Identify and prepare simple to complex written communications in marketing situations.
   b. Practice oral communication skills in a businesslike manner in a variety of situations.
   c. Practice listening, giving, and receiving directions.
   * d. Review and apply written and oral communication skills in marketing situations.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6

   Workplace Skills (See Appendix B): WP2, WP3, WP6
6. Explain the nature of effective nonverbal communication.
   a. Define nonverbal communication.
   b. Demonstrate effective body language.
   * c. Review and apply verbal and non-verbal communication skills.

   Related Academic Topics (See Appendix A): C3, C4

   Workplace Skills (See Appendix B): WP2, WP3, WP6

7. Compute accurately using basic and marketing math skills.
   a. Practice basic math skills.
   * b. Complete basic math test and work problems to re-enforce skills.
   c. Complete the change making process.
   * d. Complete sales slips, charge slips, refund slips, etc.
   e. Calculate miscellaneous charges.
   f. Compute retail prices.
   g. Reconcile a bank statement.
   h. Compute stock sales ratio.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4
   Workplace Skills (See Appendix B): WP1
8. Describe the activities of sales people that can help make a sale and build a clientele.
   a. Classify buying motives.
   b. Utilize prospecting.
   c. Explain and demonstrate appropriate behavior for different customer personality types.
   d. Define the role of special customer services.
   * e. Identify the role of customer servicing.
   f. Identify proper telephone techniques.
   * g. Process telephone and special orders.

   Related Academic Topics (See Appendix A): C1, C3, C4, C6
   Workplace Skills (See Appendix B): WP3, WP6
9. Identify and demonstrate the components or steps of the selling process to include pre-approach, approach, determining needs, presentation, handling objections, suggestive selling, closing the sale, and reassurance.
   * a. Identify and demonstrate the steps of the selling process.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
10. Explain importance and benefits of proper product knowledge.
   a. Identify sources of product information.
   b. Discuss the importance of product substitution.
   c. Prepare a feature-benefit chart.

   Related Academic Topics (See Appendix A): C1, C2, C6, M2, M7
   Workplace Skills (See Appendix B): WP2, WP3, WP6
11. Demonstrate the mechanics of closing a sale.
   a. Prepare a sales receipt and credit card slip.
   * b. Identify and demonstrate the steps in processing a sale with a credit card.
   c. Operate a cash register.
   * d. Operate a cash register and perform enrichment exercises with cash register math problems.
   e. Identify errors on a check.
   * f. Prepare check-related activities.
   g. Explain the use of wrapping/packaging services.

Related Academic Topics (See Appendix A): C1, C2, C4, C6, M1, M7
Workplace Skills (See Appendix B): WP2, WP3, WP6

12. Maintain inventory systems.
    a. Complete stock records and counts.
    * b. Complete inventory problems dealing with overages and shortages, average inventory, inventory systems, etc.
    c. Describe the process of receiving and checking incoming stock to include reserve, back stock, and forward stock.
    d. Explain the process of handling merchandise returns.
    * e. Accurately complete various return/refund slips.
    f. Identify factors to reduce shrinkage.
    * g. Define and list causes of shrinkage.

    Related Academic Topics (See Appendix A): C1, C2, C4, C5, M1, M6, M7
    Workplace Skills (See Appendix B): WP1, WP2, WP6
13. Explain functions of store maintenance and housekeeping duties.
    a. Describe ways to handle store equipment properly.
    b. List and/or demonstrate safety precautions.
    * c. Discuss types of accidents.
    d. Explain procedures for handling accidents.

    Related Academic Topics (See Appendix A): C1, C3, C5, C6, S8
    Workplace Skills (See Appendix B): WP1, WP2, WP5, WP6
14. Explain the process of buying and pricing.
    a. Price and mark stock to include cost codes.
    b. Explain the use of mark downs; make and record price changes.
    c. Explain pricing policies.
    d. Discuss negotiating terms and conditions with suppliers.
    e. Complete purchase orders and invoices.
    f. Determine turnover rates and open-to-buy amounts.
    * g. Perform activities related to pricing, marking, turnover rates, and negotiations.

    Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6, M1, M2, M6, M7
    Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
15. Explain the importance and purpose of credit.
    a. Interpret and explain credit policies for both commercial and personal credit.
    b. Explain the 3 C's of credit.
    * c. Analyze various credit applications and make a recommendation to approve or reject the application.

    Related Academic Topics (See Appendix A): C1, C5, C6, M1, M7
    Workplace Skills (See Appendix B): WP2, WP3, WP6
16. Define and explain the role of advertising.
    a. Differentiate between promotional, institutional, and cooperative advertising.

b. List the reasons for advertising.
* c. Explore advertising and persuasion techniques.
d. List the forms of advertising media and the advantages and disadvantages of each.
* e. Investigate the operations of media forms.
f. Describe the components of an advertisement.
* g. Explain the components of a good ad and demonstrate with samples.
h. Differentiate between brand names, trade names, trademarks, and slogans.
i. List ways of determining advertising budgets.
* j. Demonstrate ad budgets, milline rate, and cost per thousand.

Related Academic Topics (See Appendix A): C1, C2, C5, C6, M7
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

17. Define and explain the role of visual merchandising.
a. Explain common types of displays.
* b. Explore principles of visual merchandising.
c. Plan and/or schedule displays or themes using a promotional calendar.
d. Create an appropriate display using the principles and techniques of design.
* e. Create and paint color wheels and color schemes to better understand the element of color.

Related Academic Topics (See Appendix A): C1, C2, C4, C6, M2, M4, M5, M7, S8
Workplace Skills (See Appendix B): WP3, WP4, WP6

18. Conduct a job search.
a. Identify sources of employment information.
* b. Explore employee skills needed to conduct a job search.
b. Research occupational area to include skills, traits, employment opportunities, opportunities for advancement, benefits, and wages.
c. Participate in an interview to include proper dress and appropriate grooming.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M7
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

19. Prepare written forms necessary for job acquisition/resignation.
a. Write or update a resume or personal data sheet.
b. Write a letter of application.
c. Complete a job application form.
d. Prepare a follow-up letter.
e. Submit a letter of resignation.
* f. Review and demonstrate preparation of various written forms used for acquiring a job and resigning from a job.

Related Academic Topics (See Appendix A): C1, C3, C5, C6
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

20. Define entrepreneurship.
    a. State the advantages and disadvantages of entrepreneurship.
    b. Identify idea marketing strategies/mix.
    c. Identify target market for entrepreneurship.
    Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6
    Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
21. Demonstrate understanding of financial statements.
    Related Academic Topics (See Appendix A): C1, C2, C3, C5, M1, M2, M7
    Workplace Skills (See Appendix B): WP1, WP2, WP6
    a. Analyze a financial statement.
22. Differentiate between methods of financial loans.
    a. List and describe methods of financing loans.
    Related Academic Topics (See Appendix A): C1, C2, C3, C5, M1, M2, M7
    Workplace Skills (See Appendix B): WP1, WP2, WP6
23. Research and organize an entrepreneurship manual.
    Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M2, M4, M5, M7
    Workplace Skills (See Appendix B): WP1, WP2, WP3, WP4, WP5, WP6

CURRICULUM FRAMEWORK

Course Name: Marketing II

Course CIP Code: 08.0790

Course Description: Marketing II is the advanced level course of the secondary Marketing/Fashion Merchandising Program. Students in Marketing II will gain advanced competencies related to economics, management, store layout and security, trading area, buying and merchandising selection, stock and inventory, and promotion of small business. (1, 2, or 2½ Carnegie Units, depending upon time spent in the course)

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Review economic systems.
   a. Describe the private enterprise system and compare it to socialism and communism.
   * b. Research the different types of economic systems.
   c. Discuss the effects of risk, profit, and competition in the private enterprise system.
   * d. Complete activities pertaining to risks, profit, and competition in the private enterprise system.
   e. Explain the function of supply and demand in determining prices in a market economy.
   * f. Discuss and apply the use of supply and demand curves to determine market prices.
   g. Describe the functions of government in a free enterprise system.
   Related Academic Topics (See Appendix A): C1, C2, C3, M1, M2, M7
   Workplace Skills (See Appendix B): WP2, WP6
2. Identify economic concepts on national and international levels.
   a. Describe four phases in a business cycle.
   b. Explain the methods used for measuring the success of an economy.
   c. Distinguish between imports and exports and between negative and positive balance of trade.
   * d. Analyze economic concepts.
   Related Academic Topics (See Appendix A): C1, C3, C6
   Workplace Skills (See Appendix B): WP2, WP6
3. Describe the role of management.
   a. Describe the three levels of management.
   b. Explain the functions of management.
   c. Identify the advantages and disadvantages of being a manager.

* d. Research and report the role of management.
Related Academic Topics (See Appendix A): C1, C3, C5, C6
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

4. Define and describe effective management skills.
   a. Describe leadership styles.
   b. Explain in order the steps of the decision-making process.
   c. List the characteristics of effective supervision.
   * d. Review and analyze effective management skills.

   Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6, S8
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
5. Demonstrate knowledge as to how to arrange store fixtures and merchandise in selling and non-selling areas in such a manner that maximum profits and customer satisfaction are realized.
   a. Identify terms associated with store layout.
   b. List the principles that affect store layout.
   c. Discuss principles for effectively merchandising products in a retail store.
   * d. Investigate the ways grocery store clerks effectively merchandise products.
   e. Discuss ways to increase cost efficiency through effective store arrangement.
   f. State ways to improve store security through effective layout design.
   g. Distinguish among types of layout arrangements.
   h. Prepare a store layout.
   * i. Arrange additional store layout plan as an enrichment activity.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, M1, M2, M3, M4, M5, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP4, WP5, WP6
6. Identify and explain primary aspects of store security.
   a. Describe ways to secure store premises and stores cash to prevent burglary.
   b. Describe ways to take protective measures against robbery.
   c. Describe ways to prevent shoplifting losses.
   d. State techniques of internal theft and ways to help prevent it.
   * e. Research specific security problems such as shoplifting.
   * f. Research and organize a store security manual.

   Related Academic Topics (See Appendix A): C1, C2, C3, C5, C6, M2, M7
   Workplace Skills (See Appendix B): WP2, WP3, WP5, WP6
7. Identify and discuss criteria for the selection of a new business location.
   a. List and discuss the considerations for choosing a viable community.
   * b. Research the demographics of a given area.
   c. List and characterize the basic types of trading areas.
   d. Identify the criteria for the evaluation of a specific site.
   * e. Evaluate and choose the best location for a new business.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M4, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP5, WP6
8. Discuss the buying process and strategies used to make buying decisions.
   a. Describe two basic buying plans retailers use to determine what to buy.

b. List and explain the criteria buyers use in selecting supply sources.
c. Compute the mathematics related to a retail merchandise plan.
* d. Review and demonstrate basic buying plans.
* e. Apply buying processes and strategies used to make buying decisions.

Related Academic Topics (See Appendix A): C1, C2, C3, C6, M1, M7
Workplace Skills (See Appendix B): WP1, WP2, WP5, WP6

9. Identify the considerations for profitable merchandise selection.
   a. Discuss characteristics of a good merchandise mix.
   b. Identify and describe guides used in determining merchandise selection.
   * c. Apply guides used in determining merchandise selection.

   Related Academic Topics (See Appendix A): C1, C2, C3, C5, C6, M1, M2, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP5, WP6
10. Explain the importance and nature of inventory control systems.
   a. Define terminology relating to stock and inventory control.
   b. List and describe the types of unit inventory control systems to include physical and perpetual.
   * c. Apply types of inventory control systems.
   d. Perform mathematical computations relevant to inventory control.
   e. Utilize computers for inventory management.
   * f. Review and demonstrate computations relevant to inventory control.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, M1, M2, M7, S8
   Workplace Skills (See Appendix B): WP2, WP5, WP6
11. Explain the role of stock/inventory control in reducing shrinkage.
   a. Identify causes of shrinkage.
   b. Describe methods of reducing inventory shrinkage.
   c. Calculate inventory shrinkage.

   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6, M1, M2, M7
   Workplace Skills (See Appendix B):
12. Describe activities used in promoting a small business.
   a. Review the promotional mix: advertising, publicity, sales promotion, and personal selling.
   * b. Demonstrate promotion of a small business through the use of a publicity release.
   c. Discuss factors to consider when determining ad budgets.
   * d. Prepare an advertising budget.
   e. Describe steps used in planning and advertising a sales promotion plan or campaign.
   * f. Prepare a sales campaign.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M2, M4, M5, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP4, WP5, WP6

CURRICULUM FRAMEWORK

Course Name: Fashion Merchandising

Course CIP Code: 08.0102

Course Description: Fashion Merchandising is the specialized course of the secondary Marketing/Fashion Merchandising Program. Students in Fashion Merchandising will gain specialized competencies related to fashion merchandising, movement of fashion, textiles and fibers, selling apparel, fashion advertising, promotion through display, buyer and fashion buying, mathematics, the fashion show, and careers. (1, 2, or 2½ Carnegie Units, depending upon time spent in the course)

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Review educational, occupational, and leadership opportunities in Fashion Merchandising.
   a. Review student rules and regulations for the local school.
   b. Preview the career opportunities in Fashion Merchandising.
   c. Update career/educational plans.
   d. Identify and describe leadership opportunities available from student youth organizations in the school and community, including DCA.
   * e. Apply leadership development skills.

   Related Academic Topics (See Appendix A): C4, C6, S8
   Workplace Skills (See Appendix B): WP2
2. Present an overview of fashion.
   a. Define terms associated with the fashion industry.
   b. Describe the elements of fashion.
   c. Describe the fashion life cycle.
   d. Identify the five principles of fashion.
   e. Describe clothing illustrations and compile a notebook.

   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
3. Research the history of costume to identify styles of various periods in history.
   * a. Relate illustrations of costumes to various periods in history.

   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
4. Predict the direction of fashion.
   a. Describe the relationship of fashion to designers and to their times.
   b. Explain the three theories of fashion adoption.

* c. Identify examples of clothing from catalogs or magazines that are typical of each of the three theories of fashion adoption.
  d. Describe ways to determine fashion forecasting.
* e. Research current trends seen in fashion magazines, catalogs, etc.
  f. Describe the manufacturing and distribution of fashion.
* g. Trace and analyze the route of fashion from the designer's inception to the consumer and identify the procedures that take place at each point.

Related Academic Topics (See Appendix A): C1, C2, C4, C6
Workplace Skills (See Appendix B): WP2, WP6

5. Differentiate and define the broad group of fibers.
   a. Distinguish between natural and man-made fibers.
   b. Identify different fibers.
   c. Describe where to find care instructions for different fibers.

Related Academic Topics (See Appendix A): C1, C2, C3, S8
Workplace Skills (See Appendix B): WP6

6. Identify four major textile laws and cite their purpose.
   a. Discuss the Wool Products Labeling Act, the Textile Fiber Products Identification Act, the Flammable Fabrics Act, and the Permanent Care Labeling Act.

Related Academic Topics (See Appendix A): C1, S8
Workplace Skills (See Appendix B): WP6

7. Discuss the major steps in textile manufacturing.
   a. Discuss the steps in manufacturing to include fiber producers, yarn manufacturers, fabric producers, dyers, printers, and finishers.

Related Academic Topics (See Appendix A): C1, C2, C3, S8
Workplace Skills (See Appendix B): WP6

8. Describe methods of making fabrics.
   a. Describe methods of making fabrics to include weaving, knitting, felting, or bonding.
   b. Categorize the basic weaves.
* c. Collect samples of different types of fabric.
* d. Demonstrate the three basic weaves.

Related Academic Topics (See Appendix A): C1, C2, C3, S8
Workplace Skills (See Appendix B): WP1

9. Define the role of the salesperson in the fashion retail organization.
   a. Describe the steps in a sale.
   b. Determine buying motives.
   c. Recognize sources of product knowledge.
* d. Collect, identify, and illustrate sources of product knowledge.
* e. Demonstrate product knowledge.

Related Academic Topics (See Appendix A): C1, C4
Workplace Skills (See Appendix B): WP3, WP6

10. Determine appropriate apparel items for different customer types.
    a. Recognize ranges and proper garment selection for different figure types.

b. Accessorize an outfit.
* c. Determine the correct size to order.
* d. Apply different ways to use accessories to build a wardrobe using core items.

Related Academic Topics (See Appendix A): C1, C4
Workplace Skills (See Appendix B): WP3, WP6

11. Define goals and objectives of advertising in relation to fashion merchandising.
    a. Recognize the goals of advertising.
    b. Classify the types of fashion retail advertisement.
    * c. Formulate a promotional plan using the guidelines from DECA's Fashion Promotion Plan event.
    d. Describe the various special events undertaken to promote fashion merchandise.
    e. Choose appropriate time and products to advertise.

    Related Academic Topics (See Appendix A): C1
    Workplace Skills (See Appendix B): WP6
12. Explain advantages and disadvantages of different types of media.
    a. List and describe the advantages of the different types of media.

    Related Academic Topics (See Appendix A): C1
    Workplace Skills (See Appendix B): WP6
13. Prepare an ad layout.
    a. Complete an ad layout.
    b. Evaluate an ad.

    Related Academic Topics (See Appendix A): C1, C2, C4, M2, M4, M5
    Workplace Skills (See Appendix B): WP1, WP2, WP6
14. Define "visual merchandising" and its importance to fashion merchandising.
    a. Describe the types of display.
    b. Classify basic display arrangements/patterns.
    * c. Investigate the different types of displays at local retailers.

    Related Academic Topics (See Appendix A): C1
    Workplace Skills (See Appendix B): WP2, WP6
15. Construct a display.
    a. Create a display to include planning, building, maintaining, and dismantling.
    b. Give examples of uses of fixtures in fashion display.
    * c. Plan and construct a display in a local business or for a school as a group project.

    Related Academic Topics (See Appendix A): C2, C4, C6, M2, S8
    Workplace Skills (See Appendix B): WP1, WP2, WP5, WP6
16. Identify the principles of design and color classification.
    a. Explain the principles of design.
    b. Analyze color classifications from the color wheel.
    * c. Research and analyze the principles of design.

Related Academic Topics (See Appendix A): C2, C6, M2, S6, S8
Workplace Skills (See Appendix B): WP1, WP2, WP5, WP6

17. Define market in relation to buying fashion merchandise.
    a. Identify market centers in the U.S.
    b. Identify 6 major foreign market centers.
* c. Research and analyze a specific fashion market.
    Related Academic Topics (See Appendix A): C1
    Workplace Skills (See Appendix B): WP2, WP6
18. Describe duties of a fashion buyer.
    a. List duties of a fashion buyer.
    b. Describe considerations for going to market.
* c. Investigate careers in the field of fashion buying.
    Related Academic Topics (See Appendix A): C1, C5
    Workplace Skills (See Appendix B): WP2, WP6
19. Compute accurately using basic and marketing math skills.
    a. Practice basic math skills.
    b. Complete the change making process.
    c. Calculate miscellaneous charges.
    d. Compute retail prices.
    e. Operate a cash register.
    f. Compute a sales check.
    g. Compute sales purchase order.
    Related Academic Topics (See Appendix A): C1, C2, M1, M2, M3, M7
    Workplace Skills (See Appendix B): WP1, WP2
*20. Review and reinforce merchandising mathematics skills.
* a. Perform activities to extend and reinforce merchandising mathematics skills.
    Related Academic Topics (See Appendix A): C1, C2, M1, M2, M3, M7
    Workplace Skills (See Appendix B): WP1, WP2
21. Define the types of fashion shows.
    a. Explain the types of fashion shows.
    b. Describe types of informal modeling.
    Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M2
    Workplace Skills (See Appendix B): WP1, WP2
22. Describe the steps in planning a fashion show.
    a. List the steps in planning a fashion show.
    b. Produce a fashion show to include preparing publicity, preparing advertisement, and writing commentaries.
* c. Analyze an actual fashion show.
    Related Academic Topics (See Appendix A): C1, C6, M2
    Workplace Skills (See Appendix B): WP1, WP2
23. Define broad job opportunities in fashion merchandising.
    a. Describe broad areas of retailing.
    b. Discuss sources of jobs in the fashion industry.

Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6, M1
Workplace Skills (See Appendix B): WP1, WP2

24. Conduct a job search.
    a. Identify sources of employment information.
    b. Research occupational area to include skills, traits, employment opportunities, opportunities for advancement, benefits, and wages.
    c. Participate in an interview to include proper dress and appropriate grooming.

    Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6, M1
    Workplace Skills (See Appendix B): WP1, WP2

25. Prepare written forms necessary for job acquisition/resignation.
    a. Write or update a resume or personal data sheet.
    b. Write a letter of application.
    c. Complete a job application form.
    d. Prepare a follow-up letter.
    e. Submit a letter of resignation.

    Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6
    Workplace Skills (See Appendix B): WP1, WP2

SECTION II:

CURRICULUM GUIDE

FOR

MARKETING AND FASHION MERCHANDISING

MARKETING I

MARKETING I
UNIT 1: ORIENTATION **(5 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Review educational, occupational, and leadership opportunities in Marketing Education.
   a. Review student rules and regulations for the local school.
* b. Research a specific job in marketing and present findings.
   c. Preview the career opportunities in Marketing Education.
   d. Update career/educational plans.
   e. Identify and describe leadership opportunities available from student youth organizations (DECA).

   Related Academic Topics (See Appendix A): C4, C6, S8
   Workplace Skills (See Appendix B): WP2

Suggested Teaching Strategies:

1. *Review educational, occupational, and leadership opportunities in Marketing Education.*
   a. *Review student rules and regulations as applied to the Marketing Education Program.*
* b. *Have students research a specific job in marketing and present findings in a written/oral report.*
   c. *Have students preview job opportunities through activities such as employer visits, school-sponsored field trips, on-site resource speakers, help-wanted ads, etc. Have students report their findings to the class.*
   d. *Have each student update his or her career/educational plans for the future, including documenting past occupational and educational experiences and plans for future experiences.*
   e. *Discuss leadership and opportunities for demonstrating leadership through school and community youth organizations, including competitive events, award and degree programs, and committee work. Allow students to practice leadership in class and laboratory activities.*

Suggested Assessment Strategies:

1. *Review educational, occupational, and leadership opportunities in Marketing Education.*
   a. *Teacher assessment according to local policy.*
* b. *Oral/written report.*
   c. *Oral feedback from students.*
   d. *Evaluation of student's career/educational plan.*

e. Evaluate participation in class and laboratory.

Suggested References:

Local school student handbook

Career/Educational Plan

DECA Student Guide and/or Handbook

Video on Marketing Opportunities

DECA Video

Video - "Marketing Today." Shawnee Mission, KS: RMI Productions.

MARKETING I
UNIT 2: MARKETING AND ECONOMIC FUNDAMENTALS (20 days)
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Define and analyze the marketing process in relation to modern society.
   a. Categorize marketing activities.
   b. Categorize items that are marketed.
   * c. Review and analyze case problems to determine if marketing concept requirements are met.
   d. Explain the elements of the marketing concept.
   e. Describe production activities.
   f. Explain the nature of channels of distribution.
   * g. Investigate the channels of distribution (if accessible in local area).
   h. Differentiate between the ultimate consumer and the industrial consumer.
   i. Describe production activities to include land, labor, capital.
   j. Differentiate between types of utilities.
   * k. Analyze case problems pertaining to utilities.
   l. Explain the concept of market and market identification.

   Related Academic Topics (See Appendix A): C1, C4, C6, S8
   Workplace Skills (See Appendix B): WP2, WP3
2. Introduce economic fundamentals.
   a. Describe types of economic systems.
   b. Discuss the advantages and disadvantages of economic systems.
   * c. Review economic systems.
   d. Comprehend the concept of supply and demand.
   e. Compare competition to include direct and indirect and price and nonprice.
   f. Describe benefits of competition.
   g. Describe types of business ownership.
   * h. Interview an entrepreneur and report findings.
   i. Explain ways business can minimize risks.
   * j. Identify and describe four methods of dealing with risks.
   k. Define and calculate profit.
   * l. Review and demonstrate the profit principle.
   m. Define the concept of organized labor and business.

   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6, M1, M6, M7, S8
   Workplace Skills (See Appendix B): WP1, WP6

Suggested Teaching Strategies:

1. *Define and analyze the marketing process in relation to modern society.*
   - a. *Give students marketing situations and have students classify marketing activities to include distribution, financing, risk management, selling, promotion, pricing, purchasing, product/service planning, and marketing-information management.*
   - b. *Have the students brainstorm items that are marketed to include tangible, intangible, durable, and nondurable.*
   - * c. *Have students work in groups to review and analyze case problems to determine if it meets marketing concept requirements.*
   - d. *Explain the elements of the marketing concept to include satisfying customer needs and wants and making a profit.*
   - e. *Describe production activities to include growing, extracting, and manufacturing and give an example of each.*
   - f. *Chart the channels of distribution to include manufacturer, wholesaler, agent, retailer, and consumer.*
   - * g. *Have students choose a product, visit the channels of distribution, and write a report on its distribution process.*
   - h. *Define and give an example of ultimate consumer and industrial consumer.*
   - i. *Label production activities to include land, labor, and capital.*
   - j. *Label given situations according to form, place, time, and possession utility.*
   - * k. *Have students analyze case problems pertaining to utilities.*
   - l. *Define and describe markets and methods of identifying markets.*
2. *Introduce economic fundamentals.*
   - a. *Define and give an example of the three economic systems.*
   - b. *Discuss in oral/written form the advantages and disadvantages of economic systems.*
   - * c. *Review and discuss economic systems.*
   - d. *Analyze and interpret the effects of supply and demand in given situations.*
   - e. *Give students a list of situations and have the students indicate price or nonprice and direct or nondirect competition.*
   - f. *List and describe benefits of competition to include the relationship to consumer and business.*
   - g. *List characteristics and give examples of types of business ownership.*
   - * h. *Have students interview an entrepreneur and report findings to the class.*
   - i. *Select the best method to minimize risks in given situations.*
   - * j. *Have students identify and describe four methods of dealing with risks.*
   - k. *Define and calculate profit to include gross profit, net profit, profit margin, and overhead expenses.*

* *l. Have students view film and participate in group activity such as a case study.*
m. Discuss and describe the pros and cons of organized labor on business.

Suggested Assessment Strategies:

1. Define and analyze marketing processes in relation to modern society.
a. Teacher evaluation.
b. Class discussion.
* *c. Show film on "marketing concept."*
d. Class discussion.
e. Class discussion and teacher evaluation.
f. Critique activity.
* *g. Oral/written report.*
h. Class discussion and teacher evaluation.
i. Activity evaluation.
j. Activity evaluation.
* *k. Class discussion.*
l. Class discussion and teacher evaluation.
2. Introduce economic fundamentals.
a. Class discussion and teacher evaluation.
b. Teacher evaluation/critique.
* *c. Class discussion.*
d. Teacher evaluation.
e. Teacher evaluation.
f. Class discussion and teacher evaluation.
g. Class discussion and activity evaluation.
* *h. Oral report.*
i. Activity evaluation.
* *j. Activity worksheet.*
k. Class discussion and activity evaluation.
* *l. Teacher evaluation.*
m. Class discussion and teacher evaluation.

Suggested References:

MarkEd (IDECC). Columbus, OH: The Ohio State University.

Stull, William A. and Hutt, Roger W. Marketing: An Introduction (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1992.

Mason, R.E. and Rath, P.M. Marketing Principles and Practices (5th ed.). New York: Glencoe. 1995.

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Video - "Marketing Today." Shawnee Missions, KS: RMI Productions.

Video - "Channels of Distribution." Shawnee Missions, KS: RMI Productions.

Video - "Marketing Variables." Shawnee Missions, KS: RMI Productions.

Video - "Marketing Concept."

MARKETING I
UNIT 3: HUMAN RELATIONS **(10 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Demonstrate human relations skills in business.
   a. Identify human relation skills as they relate to business.
* b. Analyze and practice intrapersonal skills as they relate to business.
* c. Apply acceptable and expected personal traits in marketing.
   d. Analyze and practice interpersonal and group skills as they relate to business to include honesty, integrity, interest, enthusiasm, initiative, creativity, self-control, and acceptance of criticism.

   Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP4, WP6

Suggested Teaching Strategies:

1. Demonstrate human relation skills in business.
   a. Using self-analysis projects, students will identify human relation skills as they relate to business.
* *b. Using self-analysis projects, interpret the intrapersonal skills as they relate to business.*
* *c. Each student will report on different trait (integrity, enthusiasm, etc.).*
   d. Using role play and/or case studies, interpret the interpersonal and group skills as they relate to business.

Suggested Assessment Strategies:

1. Demonstrate human relation skills in business.
   a. Assess class discussion.
* *b. Student self-evaluation.*
* *c. Oral reports.*
   d. Teacher and/or peer critique using a rating sheet.

Suggested References:

Human Relations LAP's

MarkEd (IDECC). Columbus, OH: The Ohio State University.

Oklahoma Distributive Education II Course of Study. (Available from RCU)

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Leadership Development (RCU)

Personality Development for Work

Videos

Video - "Getting Along with Others."

Video - "Resolving Conflicts."

MARKETING I
UNIT 4: COMMUNICATIONS **(10 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Explain the nature of effective verbal communication.
   a. Identify and prepare simple to complex written communications in marketing situations.
   b. Practice oral communication skills in a businesslike manner in a variety of situations.
   c. Practice listening, giving, and receiving directions.
* d. Review and apply written and oral communication skills in marketing situations.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
2. Explain the nature of effective nonverbal communication.
   a. Define nonverbal communication.
   b. Demonstrate effective body language.
* c. Review and apply verbal and non-verbal communication skills.
   Related Academic Topics (See Appendix A): C3, C4
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Explain the nature of effective verbal communication.*
   a. Discuss various types of written communications and prepare samples.
   b. Simulate a variety of oral communication skills in business situations.
   c. Have students practice, through role play, listening, giving, and receiving directions.
* *d. Have the students perform various types of written and oral communication activities.*
2. *Explain the nature of effective non-verbal communication.*
   a. Discuss the characteristics of non-verbal communication.
   b. Have students practice, through role play, effective body language.
* *c. Have the students demonstrate verbal and non-verbal communication skills through group activities.*

Suggested Assessment Strategies:

1. *Explain the nature of effective verbal communication.*
   a. Check the examples of communication for form and content.
   b. Teacher/student critique from assigned criteria.
   c. Teacher/student critique from assigned criteria.

* *d. Teacher evaluation.*

2. Explain the nature of effective non-verbal communication.

a. Class participation/teacher observation.

b. Teacher/student critique from assigned criteria.

* *c. Teacher evaluation.*

Suggested References:

Oklahoma Distributive Education II

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Succeeding in the World of Work

Video - "Marketing Communications." Shawnee Mission, KS: RMI Productions.

MARKETING I
UNIT 5: MATH **(20 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies And Suggested Objectives:

1. Compute accurately using basic and marketing math skills.
   a. Practice basic math skills.
* b. Complete basic math test and work problems to re-enforce skills.
   c. Complete the change making process.
* d. Complete sales slips, charge slips, refund slips, etc.
   e. Calculate miscellaneous charges.
   f. Compute retail prices.
   g. Reconcile a bank statement.
   h. Compute stock sales ratio.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4
   Workplace Skills (See Appendix B): WP1

Suggested Teaching Strategies:

1. Compute accurately using basic and marketing math skills.
   a. Solve basic math problems to include whole numbers, fractions, decimals, percentages, and weights and measures.
* *b. Students will complete basic math test and work problems to re-enforce skills.*
   c. Make change with and without an automatic change indication.
* *d. Using workbook activities, students will complete sales slips, charge slips, refund slips, etc.)*
   e. Using various activities, calculate miscellaneous charges to include amount of purchase, tax, discounts, percentages etc., with and without a calculator.
   f. Compute retail prices using the cost method and the retail method.
   g. Using a simulation, reconcile a bank statement.
   h. Using worksheets, compute stock sales ratio.

Suggested Assessment Strategies:

1. Compute accurately using basic and marketing math skills.
   a. Check work for correctness.
* *b. Check work for correctness.*
   c. Teacher observation.
* *d. Check for correctness.*
   e. Check for correctness.
   f. Check for correctness.

g. Check for correctness.
h. Check for correctness.

Suggested References:

Marketing Math

Merchandising Math

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

MarkEd (IDECC). Columbus, OH: The Ohio State University.

MARKETING I
UNIT 6: SELLING **(25 days)**

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Describe the activities of sales people that can help make a sale and build a clientele.
   a. Classify buying motives.
   b. Utilize prospecting.
   c. Explain and demonstrate appropriate behavior for different customer personality types.
   d. Define the role of special customer services.
   * e. Identify the role of customer servicing.
   f. Identify proper telephone techniques.
   * g. Process telephone and special orders.

   Related Academic Topics (See Appendix A): C1, C3, C4, C6
   Workplace Skills (See Appendix B): WP3, WP6
2. Identify and demonstrate the components or steps of the selling process to include pre-approach, approach, determining needs, presentation, handling objections, suggestive selling, closing the sale, and reassurance.
   * a. Identify and demonstrate the steps of the selling process.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
3. Explain importance and benefits of proper product knowledge.
   a. Identify sources of product information.
   b. Discuss the importance of product substitution.
   c. Prepare a feature-benefit chart.

   Related Academic Topics (See Appendix A): C1, C2, C6, M2, M7
   Workplace Skills (See Appendix B): WP2, WP3, WP6
4. Demonstrate the mechanics of closing a sale.
   a. Prepare a sales receipt and credit card slip.
   * b. Identify and demonstrate the steps in processing a sale with a credit card.
   c. Operate a cash register.
   * d. Operate a cash register and perform enrichment exercises with cash register math problems.
   e. Identify errors on a check.
   * f. Prepare check-related activities.
   g. Explain the use of wrapping/packaging services.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6, M1, M7
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Describe the activities of sales people that can help make a sale and build a clientele.*
   a. *Given a list of situations, identify buying motives to include rational, emotional, and patronage.*
   b. *List or identify sources of customer contacts.*
   c. *Role play situations to demonstrate appropriate handling of different customer personalities.*
   d. *List special customer services.*
   * e. *Through role play activities, demonstrate customer servicing.*
   f. *Through role play activities, demonstrate proper telephone techniques.*
   * g. *Through role play activities, process telephone and special orders.*
2. *Identify and demonstrate the components or steps of the selling process to include pre-approach, approach, determining needs, presentation, handling objections, subjective selling, closing the sale, and reassurance.*
   * a. *Through films/video and role play, discuss and perform an actual sales presentation demonstrating the selling process.*
3. *Explain importance and benefits of proper product knowledge.*
   a. *List source of product information.*
   b. *Give examples of product substitution orally or through role play.*
   c. *Identify features and benefits using a chart.*
4. *Demonstrate the mechanics of closing a sale.*
   a. *Complete sales receipts and credit card slips.*
   * b. *Demonstrate proper credit card operation.*
   c. *Demonstrate proper cash register operation.*
   * d. *Complete cash register operation and enrichment exercises.*
   e. *Correctly identify errors from a series of checks.*
   * f. *Complete check-related activities.*
   g. *Select the proper wrapping or packaging services for specific products.*

Suggested Assessment Strategies:

1. *Describe the activities of sales people that can help make a sale and build a clientele.*
   a. *Check for correctness.*
   b. *Check for correctness.*
   c. *Teacher/student observation and/or critique.*
   d. *Check for correctness.*
   * e. *Teacher evaluation.*
   f. *Teacher evaluation.*
   * g. *Teacher/student observation and/or critique.*

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2. *Identify and demonstrate the components or steps of the selling process to include pre-approach, approach, determining needs, presentation, handling objections, subjective selling, closing the sale, and reassurance.*
   * a. *Teacher critique from assigned criteria.*
3. *Explain importance and benefits of proper product knowledge.*
   a. *Check for accuracy.*
   b. *Teacher/student observation and/or critique.*
   c. *Teacher observation and/or critique.*
4. *Demonstrate the mechanics of closing a sale.*
   a. *Check for accuracy.*
   * b. *Teacher evaluation.*
   c. *Check for performance.*
   * d. *Class discussion.*
   e. *Check for accuracy.*
   * f. *Teacher evaluation.*
   g. *Check for accuracy.*

Suggested References:

Oklahoma Distributive Education II

MarkEd (IDECC). Columbus, OH: The Ohio State University.

Mason, R.E. and Rath, P.M. Marketing Principles and Practices (5th ed.). New York: Glencoe. 1995.

Samson, H.E., and Little, W.G. Retail Merchandising (11th ed.). Cincinnati, OH: South-Western. 1992.

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Retail Marketing

Marketing Math

Fundamentals of Selling

Checker Cashier

Guest speaker such as salesperson

Zig Zeigler Tapes

Video on Selling

MarkEd Lap 102. "Buying Motives."Columbus, OH.

Video - "Heads Up"

Video - "Telephone Techniques"

Video - "Secrets of Selling"

Video - "Credit Cards"

Video - "Combatting Fraud Part I and II"

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MARKETING I
UNIT 7: MERCHANDISING/INVENTORY CONTROL (15 days)
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Competencies:

1. Maintain inventory systems.
   a. Complete stock records and counts.
* b. Complete inventory problems dealing with overages and shortages, average inventory, inventory systems, etc.
   c. Describe the process of receiving and checking incoming stock to include reserve, back stock, and forward stock.
   d. Explain the process of handling merchandise returns.
* e. Accurately complete various return/refund slips.
   f. Identify factors to reduce shrinkage.
* g. Define and list causes of shrinkage.
   Related Academic Topics (See Appendix A): C1, C2, C4, C5, M1, M6, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP6
2. Explain functions of store maintenance and housekeeping duties.
   a. Describe ways to handle store equipment properly.
   b. List and/or demonstrate safety precautions.
* c. Discuss types of accidents.
   d. Explain procedures for handling accidents.
   Related Academic Topics (See Appendix A): C1, C3, C5, C6, S8
   Workplace Skills (See Appendix B): WP1, WP2, WP5, WP6
3. Explain the process of buying and pricing.
   a. Price and mark stock to include cost codes.
   b. Explain the use of mark downs; make and record price changes.
   c. Explain pricing policies.
   d. Discuss negotiating terms and conditions with suppliers.
   e. Complete purchase orders and invoices.
   f. Determine turnover rates and open-to-buy amounts.
* g. Perform activities related to pricing, marking, turnover rates, and negotiations.
   Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6, M1, M2, M6, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

Suggested Teaching Strategies:

1. Maintain inventory systems.
   a. Complete worksheet activities on stock records and counts.
* *b. Complete problems concerning inventory.*

c. *Demonstrate receiving and checking stock and distinguish between back stock and forward stock.*
d. *Describe proper procedure for return merchandise according to store policy.*
* e. *Accurately complete various return/refund slips.*
f. *List ways to reduce shrinkage.*
* g. *List causes of shrinkage.*

2. *Explain functions of store maintenance and housekeeping duties.*
   a. *Demonstrate proper handling of store equipment.*
   b. *List and/or demonstrate safety precautions.*
   * c. *Demonstrate types of accidents.*
   d. *Role play handling accidents properly.*
3. *Explain the process of buying and pricing.*
   a. *Calculate price and mark stock using cost codes.*
   b. *Explain and calculate mark downs and price changes.*
   c. *Describe and give examples of pricing policies to include comparison shopping.*
   d. *Given negotiating terms and conditions, determine due dates and amounts of invoices.*
   e. *Complete extension of purchase orders and invoices; check for accuracy.*
   f. *Explain on board turnover and open-to-buy formulas/problems and have students work practice problems.*
   * g. *Complete problems through worksheet and workbook activities.*

Suggested Assessment Strategies:

1. *Maintain inventory systems.*
   a. *Check for accuracy.*
   * b. *Check for accuracy.*
   c. *Teacher observation and checklist.*
   d. *Teacher observation.*
   * e. *Check for accuracy.*
   f. *Check for accuracy.*
   * g. *Teacher observation.*
2. *Explain functions of store maintenance and housekeeping duties.*
   a. *Teacher observation.*
   b. *Teacher observation.*
   * c. *Teacher observation.*
   d. *Teacher observation.*
3. *Explain the process of buying and pricing.*
   a. *Check for accuracy.*
   b. *Check for accuracy.*
   c. *Check for accuracy.*
   d. *Check for accuracy.*

e. Check for accuracy.
f. Check for accuracy.
* *g. Check for accuracy.*

Suggested References:

Oklahoma Distributive Education II

MarkEd (IDECC). Columbus, OH: The Ohio State University.

Marketing Math

Mason, R.E. and Rath, P.M. Marketing Principles and Practices (5th ed.). New York: Glencoe. 1995.

Samson, H.E., and Little, W.G. Retail Merchandising (11th ed.). Cincinnati, OH: South-Western. 1992.

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

MARKETING I
UNIT 8: CREDIT **(5 days)**

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Explain the importance and purpose of credit.
   a. Interpret and explain credit policies for both commercial and personal credit.
   b. Explain the 3 C's of credit.
* c. Analyze various credit applications and make a recommendation to approve or reject the application.

Related Academic Topics (See Appendix A): C1, C5, C6, M1, M7
Workplace Skills (See Appendix B): WP2, WP3, WP6

Suggested Teaching Strategies:

1. Explain the importance and purpose of credit.
   a. Explain credit policies used in retailing.
   b. List and identify the characteristics of the 3 C's of credit.
* *c. Explain credit application.*

Suggested Assessment Strategies:

1. Explain the importance and purpose of credit.
   a. Check for accuracy.
   b. Check for accuracy.
* *c. Check for accuracy.*

Suggested References:

Oklahoma Distributive Education II

MarkEd (IDECC). Columbus, OH: The Ohio State University.

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Mason, R.E. and Rath, P.M. Marketing Principles and Practices (5th ed.). New York: Glencoe. 1995.

Succeeding in the Word of Work

MARKETING I
UNIT 9: PROMOTION **(20 days)**

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Define and explain the role of advertising.
   a. Differentiate between promotional, institutional, and cooperative advertising.
   b. List the reasons for advertising.
* c. Explore advertising and persuasion techniques.
   d. List the forms of advertising media and the advantages and disadvantages of each.
* e. Investigate the operations of media forms.
   f. Describe the components of an advertisement.
* g. Explain the components of a good ad and demonstrate with samples.
   h. Differentiate between brand names, trade names, trademarks, and slogans.
   i. List ways of determining advertising budgets.
* j. Demonstrate ad budgets, milline rate, and cost per thousand.

   Related Academic Topics (See Appendix A): C1, C2, C5, C6, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
2. Define and explain the role of visual merchandising.
   a. Explain common types of displays.
* b. Explore principles of visual merchandising.
   c. Plan and/or schedule displays or themes using a promotional calendar.
   d. Create an appropriate display using the principles and techniques of design.
* e. Create and paint color wheels and color schemes to better understand the element of color.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6, M2, M4, M5, M7, S8
   Workplace Skills (See Appendix B): WP3, WP4, WP6

Suggested Teaching Strategies:

1. *Define and explain the role of advertising.*
   a. Categorize examples as to promotional, institutional, and cooperative advertising.
   b. List and discuss reasons for advertising.
* *c. List and explain the advertising and persuasion techniques.*
   d. List or chart the forms of media with advantages and disadvantages of each.
* *e. Discuss local newspaper office and radio station operation.*

f. *Plan and construct an ad layout to include the eight components.*
* g. *Invite an advertising manager to demonstrate and explain components of a good ad.*
h. *Given examples, label as to brand names, trade names, trademarks, and slogans.*
i. *List and discuss methods of advertising budgets.*
* j. *Demonstrate and complete worksheets pertaining to ad budgets, milline rate, and cost per thousand.*

2. *Define and explain the role of advertising visual merchandising.*
a. *Identify from illustrations the common types of displays.*
* b. *Identify displays in local stores.*
c. *Utilize an advertising calendar to develop display plans.*
d. *Construct a display using principles and techniques of design.*
* e. *Create and paint color wheels.*

Suggested Assessment Strategies:

1. *Define and explain the role of advertising.*
a. *Check for accuracy.*
b. *Check for accuracy.*
* c. *Teacher evaluation.*
d. *Check for accuracy.*
* e. *Teacher critique.*
f. *Teacher critique.*
* g. *Class discussion.*
h. *Check for accuracy.*
i. *Check for accuracy.*
* j. *Class discussion.*

2. *Define and explain the role of advertising visual merchandising.*
a. *Check for accuracy.*
* b. *Teacher evaluation.*
c. *Teacher observation.*
d. *Teacher critique from assigned criteria.*
* e. *Teacher observation.*

Suggested References:

Oklahoma Distributive Education II

Advertising/Visual Merchandising

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Mason, R.E. and Rath, P.M. Marketing Principles and Practices (5th ed.). New York: Glencoe. 1995.

MarkEd (IDECC). Columbus, OH: The Ohio State University.

Video - "Advertising & Display." Chicago, Il: Marketing Dist. Ed. Series. International Film Bureau.

Graphics Software

MARKETING I
UNIT 10: CAREER DEVELOPMENT/EMPLOYABILITY SKILLS (15 days)
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Conduct a job search.
   a. Identify sources of employment information.
* b. Explore employee skills needed to conduct a job search.
   c. Research occupational area to include skills, traits, employment opportunities, opportunities for advancement, benefits, and wages.
   d. Participate in an interview to include proper dress and appropriate grooming.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
2. Prepare written forms necessary for job acquisition/resignation.
   a. Write or update a resume or personal data sheet.
   b. Write a letter of application.
   c. Complete a job application form.
   d. Prepare a follow-up letter.
   e. Submit a letter of resignation.
* f. Review and demonstrate preparation of various written forms used for acquiring a job and resigning from a job.

   Related Academic Topics (See Appendix A): C1, C3, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Conduct a job search.*
   a. Use library and/or career centers to acquire sources of employment information.
* *b. List employee skills.*
   c. Prepare written report on research of occupational area.
   d. Role play an interview.
2. *Prepare written forms.*
   a. Prepare a resume or personal data sheet using proper form.
   b. Prepare a letter of application using proper form.
   c. Complete a job application form accurately.
   d. Prepare a follow-up letter using proper form.
   e. Write a letter of resignation using proper form.
* *f. Have the students review and apply techniques used in properly completing forms.*

Suggested Assessment Strategies:

1. *Conduct a job search.*
   - a. *Teacher observation.*
   - * b. *Class discussion.*
   - c. *Teacher assessment.*
   - d. *Teacher critique from assigned criteria.*
2. *Prepare written forms.*
   - a. *Check for accuracy.*
   - b. *Check for accuracy.*
   - c. *Check for accuracy.*
   - d. *Check for accuracy.*
   - e. *Check for accuracy*
   - * f. *Teacher evaluation.*

Suggested References:

Oklahoma Distributive Education II

Advertising/Visual Merchandising

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Mason, R.E. and Rath, P.M. Marketing Principles and Practices (5th ed.). New York: Glencoe. 1995.

MarkEd (IDECC). Columbus, OH: The Ohio State University.

Samson, Harland. Visual Merchandising: Planning & Techniques. South-Western. 1985.

Word processing software.

MARKETING I
UNIT 11: ENTREPRENEURSHIP **(20 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Define entrepreneurship.
   a. State the advantages and disadvantages of entrepreneurship.
   b. Identify idea marketing strategies/mix.
   c. Identify target market for entrepreneurship.
   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
2. Demonstrate understanding of financial statements.
   Related Academic Topics (See Appendix A): C1, C2, C3, C5, M1, M2, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP6
   a. Analyze a financial statement.
3. Differentiate between methods of financial loans.
   a. List and describe methods of financing loans.
   Related Academic Topics (See Appendix A): C1, C2, C3, C5, M1, M2, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP6
4. Research and organize an entrepreneurship manual.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M2, M4, M5, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Define entrepreneurship.*
   a. List the advantages and disadvantages of entrepreneurship.
   b. List and explain the 4 P's of marketing mix.
   c. Define factors used to determine the target market.
2. *Demonstrate understanding of financial statements.*
   a. Have the students analyze a financial statement.
3. *Differentiate between methods of financial loans.*
   a. Have the students list and describe methods of financial loans.
4. *Have the students research and organize an entrepreneurship manual.*

Suggested Assessment Strategies:

1. *Define entrepreneurship.*
   a. Check for accuracy.
   b. Check for accuracy.
   c. Check for accuracy.

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2. *Demonstrate understanding of financial statements.*
   a. *Check for accuracy.*
3. *Differentiate between methods of financial loans.*
   a. *Check for accuracy.*
4. *Teacher evaluation.*

Suggested References:

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Mason, R.E. and Rath, P.M. Marketing Principles and Practices (5th ed.). New York: Glencoe. 1995.

Hutt, Roger. Entrepreneurship: Starting Your Own Business. Cincinnati, OH: South-Western. 1994.

Finding and Keeping a Job

Getting a Job (process kit)

Entering the World of Work

Guest speaker or field trip

MARKETING II

MARKETING II
UNIT 1: ECONOMICS **(20 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Review economic systems.
   a. Describe the private enterprise system and compare it to socialism and communism.
   * b. Research the different types of economic systems.
   c. Discuss the effects of risk, profit, and competition in the private enterprise system.
   * d. Complete activities pertaining to risks, profit, and competition in the private enterprise system.
   e. Explain the function of supply and demand in determining prices in a market economy.
   * f. Discuss and apply the use of supply and demand curves to determine market prices.
   g. Describe the functions of government in a free enterprise system.
   Related Academic Topics (See Appendix A): C1, C2, C3, M1, M2, M7
   Workplace Skills (See Appendix B): WP2, WP6
2. Identify economic concepts on national and international levels.
   a. Describe four phases in a business cycle.
   b. Explain the methods used for measuring the success of an economy.
   c. Distinguish between imports and exports and between negative and positive balance of trade.
   * d. Analyze economic concepts.
   Related Academic Topics (See Appendix A): C1, C3, C6
   Workplace Skills (See Appendix B): WP2, WP6

Suggested Teaching Strategies:

1. Review economic systems.
   a. Complete a chart identifying characteristics of each economic system.
   * *b. Complete reports written by students on types of economic systems.*
   c. Describe the private enterprise system to include risks, profit, and competition.
   * *d. Complete activities pertaining to risks, profit, and competition.*
   e. Illustrate the supply and demand curve to determine the market price.
   * *f. Have the student apply case problems utilizing supply and demand curves to determine market prices.*
   g. List the functions of government in a free enterprise system.
2. Identify economic concepts on national and international levels.
   a. List and define the four phases of the business cycle.

b. List and define the methods used for measuring the success of the economy.
c. Define and give examples of imports and exports and negative and positive balance of trade.
* *d. Have students complete activities which would include all objectives.*

Suggested Assessment Strategies:

1. Review economic systems.
a. Check for accuracy.
* *b. Teacher evaluation.*
c. Check for accuracy.
* *d. Teacher evaluation.*
e. Check for accuracy.
* *f. Teacher evaluation.*
g. Check for accuracy.
2. Identify economic concepts on national and international levels.
a. Check for accuracy.
b. Check for accuracy.
c. Check for accuracy.
* *d. Teacher evaluation.*

Suggested References:

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Mason, R.E. and Rath, P.M. Marketing Principles and Practices (5th ed.). New York: Glencoe. 1995.

Business Principles & Management (9th ed.). Cincinnati, OH: South-Western. 1990.

MARKETING II
UNIT 2: PRINCIPLES OF MANAGEMENT **(25 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Describe the role of management.
   a. Describe the three levels of management.
   b. Explain the functions of management.
   c. Identify the advantages and disadvantages of being a manager.
* d. Research and report the role of management.
   Related Academic Topics (See Appendix A): C1, C3, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
2. Define and describe effective management skills.
   a. Describe leadership styles.
   b. Explain in order the steps of the decision-making process.
   c. List the characteristics of effective supervision.
* d. Review and analyze effective management skills.
   Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6, S8
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Describe the role of management.*
   a. Given situations, determine the appropriate level of management intervention.
   b. List and give examples of management functions.
   c. Brainstorm advantages and disadvantages of being a manager.
* *d. Have the students research and write a report on the role of management.*
2. *Define and describe effective management skills.*
   a. Demonstrate, through role-play, the various leader styles in given situation.
   b. Given case problems, develop appropriate solutions using the decision-making process.
   c. List and/or role play the characteristics of an effective supervisor.
* *d. Have the students perform activities such as role play or case problems on management skills.*

Suggested Assessment Strategies:

1. *Describe the role of management.*
   a. Check for accuracy.
   b. Check for accuracy.
   c. Teacher observation using a checklist.

* *d. Teacher evaluation.*

2. *Define and describe effective management skills.*
   a. Teacher/student critique.
   b. Teacher observation.
   c. Check for accuracy and teacher observation.

* *d. Teacher evaluation.*

Suggested References:

Mason, R.E. and Rath, P.M. Marketing Principles and Practices (5th ed.). New York: Glencoe. 1995.

Business Principles & Management (9th ed.). Cincinnati, OH: South-Western. 1990.

MARKETING II
UNIT 3: STORE LAYOUT **(10 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Demonstrate knowledge as to how to arrange store fixtures and merchandise in selling and non-selling areas in such a manner that maximum profits and customer satisfaction are realized.
   a. Identify terms associated with store layout.
   b. List the principles that affect store layout.
   c. Discuss principles for effectively merchandising products in a retail store.
   * d. Investigate the ways grocery store clerks effectively merchandise products.
   e. Discuss ways to increase cost efficiency through effective store arrangement.
   f. State ways to improve store security through effective layout design.
   g. Distinguish among types of layout arrangements.
   h. Prepare a store layout.
   * i. Arrange additional store layout plan as an enrichment activity.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, M1, M2, M3, M4, M5, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Demonstrate knowledge as to how to arrange store fixtures and merchandise in selling and non-selling areas in such a manner that maximum profits and customer satisfaction are realized.*
   a. Match terms associated with store layout to correct definitions.
   b. List and discuss the three principles that affect store layout.
   c. Discuss principles for effectively merchandising products in a retail store to include product accessibility and visibility.
   * *d. Invite a guest speaker to explain how store clerks can effectively merchandise products. Lead a class discussion with a culminating activity such as a brief critique by students.*
   e. Discuss orally or in writing the ways to increase cost efficiency through effective store arrangement.
   f. State and give examples of the ways to improve store security through effective layout design.
   g. From a list of characteristics, determine and label the types of layout arrangements described.
   h. Using templates of store fixtures, arrange an appropriate retail store layout on work sheet or poster.

* *i. Students will arrange an additional store layout plan.*

Suggested Assessment Strategies:

1. *Demonstrate knowledge as to how to arrange store fixtures and merchandise in selling and non-selling areas in such a manner that maximum profits and customer satisfaction are realized.*
   - *a. Check for accuracy.*
   - *b. Teacher evaluation from unit test.*
   - *c. Teacher evaluation from unit test.*
   - * *d. Class discussion; teacher evaluation.*
   - *e. Teacher evaluation from unit test.*
   - *f. Teacher evaluation from unit test.*
   - *g. Teacher evaluation from unit test.*
   - *h. Teacher observation and evaluation.*
   - * *i. Teacher evaluation from unit test.*

Suggested References:

Oklahoma Business Management and Ownership

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Retail Marketing for Employees

Managers and Entrepreneurs (Gregg McGraw Hill)

MARKETING II
UNIT 4: STORE SECURITY **(15 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Identify and explain primary aspects of store security.
   a. Describe ways to secure store premises and stores cash to prevent burglary.
   b. Describe ways to take protective measures against robbery.
   c. Describe ways to prevent shoplifting losses.
   d. State techniques of internal theft and ways to help prevent it.
* e. Research specific security problems such as shoplifting.
* f. Research and organize a store security manual.

   Related Academic Topics (See Appendix A): C1, C2, C3, C5, C6, M2, M7
   Workplace Skills (See Appendix B): WP2, WP3, WP5, WP6

Suggested Teaching Strategies:

1. Identify and explain primary aspects for store security.
   a. List, describe, and discuss ways to secure store premises and cash to prevent burglary.
   b. Describe and demonstrate and role play ways to take protective measures against robbery to include physical deterrents and rules to follow during a robbery.
   c. Brainstorm and discuss ways to prevent shoplifting losses and role-play steps to follow in apprehending a shoplifter.
   d. Brainstorm and discuss ways to prevent internal theft.
* *e. Have the students research and write a report on specific topics relating to security. Present in an oral/written report.*
* *f. Assign students to compile a store security manual to include rules and policies on shoplifting, internal theft, robbery, and burglary.*

Suggested Assessment Strategies:

1. Identify and explain primary aspects of store security.
   a. Unit test.
   b. Teacher observation and unit test.
   c. Teacher observation and unit test.
   d. Unit test.
* *e. Teacher evaluation.*
* *f. Teacher evaluation.*

Suggested References:

Oklahoma Distributive Education II

Oklahoma Business Management and Ownership

Law Enforcement Officer

MARKETING II
UNIT 5: TRADING AREA **(15 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Identify and discuss criteria for the selection of a new business location.
   a. List and discuss the considerations for choosing a viable community.
* b. Research the demographics of a given area.
   c. List and characterize the basic types of trading areas.
   d. Identify the criteria for the evaluation of a specific site.
* e. Evaluate and choose the best location for a new business.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M4, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP5, WP6

Suggested Teaching Strategies:

1. Identify and discuss criteria for the selection of a new business location.
   a. Identify the considerations for choosing a viable community and research the demographics of a given area.
* *b. Identify and research the demographics of a given area.*
   c. Identify and categorize characteristics of the basic types of trading areas to include neighborhood shopping areas, shopping centers, and central shopping districts.
   d. Brainstorm ways to evaluate specific sites for business locations.
* *e. Have students evaluate and choose best location for a new business.*

Suggested Assessment Strategies:

1. Identify and discuss criteria for the selection of a new business location.
   a. Evaluate participation in class and written test.
* *b. Teacher evaluation.*
   c. Check for accuracy.
   d. Oral evaluation.
* *e. Teacher evaluation.*

Suggested References:

Oklahoma Business Management and Ownership

Retail Marketing

Starting Your Own Business

MARKETING II
UNIT 6: BUYING/MERCHANDISING SELECTION **(20 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Discuss the buying process and strategies used to make buying decisions.
   a. Describe two basic buying plans retailers use to determine what to buy.
   b. List and explain the criteria buyers use in selecting supply sources.
   c. Compute the mathematics related to a retail merchandise plan.
   * d. Review and demonstrate basic buying plans.
   * e. Apply buying processes and strategies used to make buying decisions.
   Related Academic Topics (See Appendix A): C1, C2, C3, C6, M1, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP5, WP6
2. Identify the considerations for profitable merchandise selection.
   a. Discuss characteristics of a good merchandise mix.
   b. Identify and describe guides used in determining merchandise selection.
   * c. Apply guides used in determining merchandise selection.
   Related Academic Topics (See Appendix A): C1, C2, C3, C5, C6, M1, M2, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP5, WP6

Suggested Teaching Strategies:

1. *Discuss the buying process and strategies used to make buying decisions.*
   a. Differentiate between the two basic buying plans, basic stock lists and model stock lists and complete workbook activities relating to specific buying plan.
   b. Brainstorm the criteria buyers use in selecting vendors.
   c. Complete retail merchandise plan using worksheets/workbook activities.
   * *d. Have the students perform activities relating to basic buying plans.*
   * *e. Utilizing case problems and math problems, demonstrate strategies used to make buying decisions.*
2. *Identify the considerations for profitable merchandise selection.*
   a. Identify and discuss the characteristics of a good merchandise selection including store image; size and style ranges; related items; and sufficient quantities associated with appropriate timing.
   b. Identify and analyze guides used in determining merchandise selection to include past records, comparison shopping, sales representatives, trade journals, and want slips.
   * *c. Have the student apply guides used in determining merchandise selection through case study.*

Suggested Assessment Strategies:

1. *Discuss the buying process and strategies used to make buying decisions.*
   a. *Teacher evaluation.*
   b. *Oral and written evaluation.*
   c. *Check for accuracy.*
   * d. *Teacher evaluation.*
   * e. *Teacher evaluation.*
2. *Identify the considerations for profitable merchandise selection.*
   a. *Test and written reports.*
   * b. *Teacher evaluation.*
   c. *Evaluate participation in class discussion and written test.*

Suggested References:

Oklahoma Business Management and Ownership

Oklahoma Distributive Education II

Hutt, Roger. Entrepreneurship: Starting Your Own Business

Marketing Math

MARKETING II
UNIT 7: STOCK AND INVENTORY CONTROL **(20 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Explain the importance and nature of inventory control systems.
   a. Define terminology relating to stock and inventory control.
   b. List and describe the types of unit inventory control systems to include physical and perpetual.
* c. Apply types of inventory control systems.
   d. Perform mathematical computations relevant to inventory control.
   e. Utilize computers for inventory management.
* f. Review and demonstrate computations relevant to inventory control.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, M1, M2, M7, S8
   Workplace Skills (See Appendix B): WP2, WP5, WP6
2. Explain the role of stock/inventory control in reducing shrinkage.
   a. Identify causes of shrinkage.
   b. Describe methods of reducing inventory shrinkage.
   c. Calculate inventory shrinkage.
   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6, M1, M2, M7
   Workplace Skills (See Appendix B):

Suggested Teaching Strategies:

1. Explain the importance and nature of inventory control systems.
   a. Match terms to appropriate definitions relating to stock control.
   b. Using given situations, complete a physical and perpetual inventory.
* *c. Have the students complete various inventory records in specific circumstances.*
   d. Complete mathematical problems relevant to inventory control.
   e. Demonstrate computations in inventory control.
* *f. Utilizing both paper and computerized processes, compute problems relevant to inventory control.*
2. Explain the role of stock/inventory control in reducing shrinkage.
   a. Brainstorm the causes of shrinkage.
   b. Discuss methods of reducing inventory shrinkage to include a written report.
   c. Using worksheets, accurately calculate shrinkage.

Suggested Assessment Strategies:

1. *Explain the importance and nature of inventory control systems.*
   a. *Check for accuracy.*
   b. *Teacher evaluation.*
   * c. *Teacher evaluation.*
   d. *Check for accuracy using audit reports.*
   e. *Teacher evaluation.*
   * f. *Teacher evaluation.*
2. *Explain the role of stock/inventory control in reducing shrinkage.*
   a. *Teacher observation/evaluation.*
   b. *Teacher evaluation.*
   c. *Check for accuracy.*

Suggested References:

Oklahoma Business Management and Ownership

Oklahoma Distributive Education II

Computerized Inventory Procedures - Software & Text. Cincinnati, OH: South-Western.

MarkEd (IDECC). Columbus, OH: The Ohio State University.

MARKETING II
UNIT 8: PROMOTING A SMALL BUSINESS **(20 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Describe activities used in promoting a small business.
   a. Review the promotional mix: advertising, publicity, sales promotion, and personal selling.
* b. Demonstrate promotion of a small business through the use of a publicity release.
   c. Discuss factors to consider when determining ad budgets.
* d. Prepare an advertising budget.
   e. Describe steps used in planning and advertising a sales promotion plan or campaign.
* f. Prepare a sales campaign.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M2, M4, M5, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP4, WP5, WP6

Suggested Teaching Strategies:

1. Describe activities used in promoting a small business.
   a. Discuss and brainstorm examples of the four basic types of promotion.
* *b. Have the students write news releases for specific promotions.*
   c. List and explain factors to consider when determining ad budgets.
* *d. Using provided information, have students prepare advertising budgets.*
   e. Identify steps used in planning a sales promotion campaign and use for a simulated store. (Include original samples of print and broadcast media to be used in plan.)
* *f. Have the students prepare a 2-week ad promotion campaign for a specific store.*

Suggested Assessment Strategies:

1. Describe activities used in promoting a small business.
   a. Oral evaluation and/or written test.
* *b. Teacher evaluation.*
   c. Teacher evaluation.
* *d. Teacher evaluation.*
   e. Teacher evaluation of sales promotion campaign plan.
* *f. Teacher evaluation.*

Suggested References:

Hutt, Roger. Entrepreneurship: Starting Your Own Business. Cincinnati, OH: South-Western. 1994.

Oklahoma Business Management and Ownership

MarkEd (IDECC). Columbus, OH: The Ohio State University.

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

Guest Speaker (e.g., from Small Business Administration, Tougaloo College)

FASHION MERCHANDISING

FASHION MERCHANDISING
UNIT 1: ORIENTATION **(10 days)**

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Review educational, occupational, and leadership opportunities in Fashion Merchandising.
   a. Review student rules and regulations for the local school.
   b. Preview the career opportunities in Fashion Merchandising.
   c. Update career/educational plans.
   d. Identify and describe leadership opportunities available from student youth organizations in the school and community, including DECA.
   * e. Apply leadership development skills.

   Related Academic Topics (See Appendix A): C4, C6, S8
   Workplace Skills (See Appendix B): WP2

Suggested Teaching Strategies:

1. *Review educational, occupational, and leadership opportunities in Fashion Merchandising.*
   a. Review student rules and regulations as applied to the Fashion Merchandising Program.
   b. Have students preview job opportunities through activities such as employer visits, school-sponsored field trips, on-site resource speakers, help-wanted ads, etc. Have students report their findings to the class.
   c. Have each student update his or her career/educational plan for the future, including documenting past occupational and educational experiences and plans for future experiences.
   d. Discuss leadership and opportunities for demonstrating leadership through school and community youth organizations, including competitive events, award and degree programs, and committee work. Allow students to practice leadership in class and laboratory activities.
   * *e. Have the students reinforce leadership skills through extended class and lab activities.*

Suggested Assessment Strategies:

1. *Review educational, occupational, and leadership opportunities in Fashion Merchandising.*
   a. Teacher assessment according to local policy.
   b. Oral feedback from students.
   c. Evaluation of student's career/educational plan.
   d. Evaluate participation in class and laboratory.

* *e. Teacher evaluation.*

Suggested References:

Local school student handbook

Career/Educational Plan

DECA Student Guide and/or handbook

DECA Video

FASHION MERCHANDISING
UNIT 2: INTRODUCTION TO FASHION MERCHANDISING (15 days)
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Present an overview of fashion.
   a. Define terms associated with the fashion industry.
   b. Describe the elements of fashion.
   c. Describe the fashion life cycle.
   d. Identify the five principles of fashion.
   e. Describe clothing illustrations and compile a notebook.
   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
2. Research the history of costume to identify styles of various periods in history.
   * a. Relate illustrations of costumes to various periods in history.
   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Present an overview of fashion.*
   a. Define fashion terms to include fashion, fad, classic, fashion merchandising, style, design, and fashion marketing.
   b. List and discuss the elements of fashion to include silhouette, color, details, and texture.
   c. List and illustrate the cycle of fashion to include introduction, rise, mass, acceptance, decline, and obsolescence.
   d. List and describe the 5 principles of fashion.
   e. Use catalogs and magazines to collect illustrations of different clothing with illustrations to include collars, sleeves, and construction details.
2. *Research the history of costumes.*
   * *a. Have the students collect and/or draw illustrations of costumes and relate them to various periods in history.*

Suggested Assessment Strategies:

1. *Present an overview of fashion.*
   a. Check for correctness.
   b. Check for correctness.
   c. Check for correctness and teacher observation.
   d. Check for correctness.
   e. Teacher critique.

2. *Discuss the history of costumes.*
* *a. Teacher critique.*

Suggested References:

Stone, Elaine. Fashion Merchandising: An Introduction (5th ed.). New York: Glencoe/MacMillan/McGraw Hill. 1993.

Rath, Patricia et al. Introduction to Fashion Merchandising. New York: Delmar. 1994.

MarkEd Lap 1. "Fashion Trends." Columbus, Ohio.

MarkEd Lap 61. "Fashion Cycles and Movement."

Tolmar, Ruth. Fashion Marketing and Merchandising. Bronx, New York: Milady Publishing Corp. 1974.

Ashburn, Alice S. Fashion Fundamentals. Austin, Texas.

Florin, Gail. "Your Ideal Silhouette." Bloomington, Illinois: Meridian Education Corporation. 1992. (Computer Software and Student Book).

Catalogs

Magazines

Video - "Fashion Merchandising" Bloomington, Illinois. Meridian Education Corporation

Video - "Fashion Through the Ages."

FASHION MERCHANDISING
UNIT 3: THE MOVEMENT OF FASHION **(15 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Predict the direction of fashion.
   a. Describe the relationship of fashion to designers and to their times.
   b. Explain the three theories of fashion adoption.
* c. Identify examples of clothing from catalogs or magazines that are typical of each of the three theories of fashion adoption.
   d. Describe ways to determine fashion forecasting.
* e. Research current trends seen in fashion magazines, catalogs, etc.
   f. Describe the manufacturing and distribution of fashion.
* g. Trace and analyze the route of fashion from the designer's inception to the consumer and identify the procedures that take place at each point.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6
   Workplace Skills (See Appendix B): WP2, WP6

Suggested Teaching Strategies:

1. Predict the direction of fashion.
   a. Have students select a design to profile and make a booklet illustrating their work.
   b. List and explain the three theories to include downward flow, upward-flow, and horizontal flow.
* *c. Have the students use catalogs or magazines to identify examples of clothing.*
   d. List and describe ways to determine fashion forecasting to include reviewing sales history, analyzing customer profile, reviewing resources to identify incoming trends, observation, fashion magazines, trade publications, reporting services, applying principles of fashion, and determining which trends will be most successful in the local market.
* *e. Have the students report, in an oral presentation, the current trends seen in fashion magazines or catalogs.*
   f. Describe the manufacturing and distribution of fashion to include the role of designers, textile producers, apparel manufacturers, retailers, and customers.
* *g. Have the students trace the route of fashion.*

Suggested Assessment Strategies:

1. *Predict the direction of fashion.*
   a. *Checklist and teacher critique.*
   b. *Check for accuracy.*
   * c. *Teacher critique.*
   d. *Check for accuracy.*
   * e. *Checklist and teacher critique.*
   f. *Check for accuracy.*
   * g. *Teacher evaluation.*

Suggested References:

Stone, Elaine. Fashion Merchandising: An Introduction (5th ed.). New York: Glencoe/McMillan/McGraw Hill. 1993.

Rath, Patricia et al. Introduction to Fashion Merchandising. New York: Delmar. 1994.

MarkEd Lap 61. "Fashion Cycles & Movement."

Video: "Fashion Merchandising." Bloomington, IL: Meridian. 1994.

Video: "Wholesale in Fashion Merchandising." Charleston, WV: Cambridge Educational. 1994.

MarkEd Lap 1. "Fashion Trends." Columbus, OH.

Video: "Buyers, Markets and Marts. " Lubboch, TX: Creative Education Video. 1991.

FASHION MERCHANDISING
UNIT 4: TEXTILES AND FIBERS **(10 days)**

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Differentiate and define the broad group of fibers.
   a. Distinguish between natural and man-made fibers.
   b. Identify different fibers.
   c. Describe where to find care instructions for different fibers.
   Related Academic Topics (See Appendix A): C1, C2, C3, S8
   Workplace Skills (See Appendix B): WP6
2. Identify four major textile laws and cite their purpose.
   a. Discuss the Wool Products Labeling Act, the Textile Fiber Products Identification Act, the Flammable Fabrics Act, and the Permanent Care Labeling Act.
   Related Academic Topics (See Appendix A): C1, S8
   Workplace Skills (See Appendix B): WP6
3. Discuss the major steps in textile manufacturing.
   a. Discuss the steps in manufacturing to include fiber producers, yarn manufacturers, fabric producers, dyers, printers, and finishers.
   Related Academic Topics (See Appendix A): C1, C2, C3, S8
   Workplace Skills (See Appendix B): WP6
4. Describe methods of making fabrics.
   a. Describe methods of making fabrics to include weaving, knitting, felting, or bonding.
   b. Categorize the basic weaves.
   * c. Collect samples of different types of fabric.
   * d. Demonstrate the three basic weaves.
   Related Academic Topics (See Appendix A): C1, C2, C3, S8
   Workplace Skills (See Appendix B): WP1

Suggested Teaching Strategies:

1. *Differentiate and define the broad group of fibers.*
   a. Differentiate between natural and man-made to include wool, cotton, linens, silk, and ramie; Cellulosic and non-cellulosic.
   b. Using fabric swatches, identify fabrics according to fiber and weave.
   c. Describe where to find care instructions for different fibers to include labels, packages, and brochures.
2. *Identify four major textile laws and cite their purpose.*
   a. Explain laws affecting product labeling for fashion products to include Wool Products Labeling Act, the Textile Fiber Products Identification Act, the Flammable Fabrics Act, and the Permanent Care Labeling Act.

3. *Discuss the major steps in textile manufacturing.*
   a. *List and describe the steps in manufacturing to include fiber producers, yarn, manufacturers, fabric producers, dyers, printers, and finishers.*
4. *Describe methods of making fabrics.*
   a. *Identify methods of making fabrics to include weaving, knitting, felting and bonding.*
   b. *Categorize the basic weaves to include plain, twill, and satin.*
   * c. *Have the students identify the weave, the fiber content, use and common name of fabric.*
   * d. *Have the students use yarn or strips of paper to make examples of the three basic weaves.*

Suggested Assessment Strategies:

1. *Differentiate and define the broad group of fibers.*
   a. *Teacher assessment.*
   b. *Teacher assessment.*
   c. *Observation and check for accuracy.*
2. *Identify four major textile laws and cite their purpose.*
   a. *Check for accuracy.*
3. *Discuss the major steps in textile manufacturing.*
   a. *Check for accuracy.*
4. *Describe methods of making fabrics.*
   a. *Check for accuracy.*
   b. *Check for accuracy.*
   * c. *Teacher evaluation.*
   * d. *Teacher evaluation.*

Suggested References:

Beaudieu, Robert. Fashion Textiles and Laboratory Workbook (3rd ed.). Glencoe. 1986.

Stone, Elaine. Fashion Merchandising: An Introduction (5th ed.). New York: Glencoe/MacMillan/McGraw Hill. 1993.

Mathison, Marilyn. Apparel and Accessories. New York: Gregg, McGraw Hill. 1979.

Video - "Understanding Fabrics." Lake Zurich, Illinois. Learning Seed. 1994.

FASHION MERCHANDISING
UNIT 5: SELLING FASHION APPAREL **(25 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Define the role of the salesperson in the fashion retail organization.
   a. Describe the steps in a sale.
   b. Determine buying motives.
   c. Recognize sources of product knowledge.
   * d. Collect, identify, and illustrate sources of product knowledge.
   * e. Demonstrate product knowledge.

   Related Academic Topics (See Appendix A): C1, C4
   Workplace Skills (See Appendix B): WP3, WP6
2. Determine appropriate apparel items for different customer types.
   a. Recognize ranges and proper garment selection for different figure types.
   b. Accessorize an outfit.
   * c. Determine the correct size to order.
   * d. Apply different ways to use accessories to build a wardrobe using core items.

   Related Academic Topics (See Appendix A): C1, C4
   Workplace Skills (See Appendix B): WP3, WP6

Suggested Teaching Strategies:

1. *Define the role of the salesperson in the fashion retail organization.*
   a. Describe and demonstrate, through role play, the steps in a sale to include pre-approach, approach, determine needs, presentation, handling objection, close, suggestion, selling, and reassurance.
   b. Categorize from a given list of situations, buying motives to include rational, emotional or patronage.
   c. Recognize and describe sources of product information to include labels, hang tags, brochures, trade journals, price tickets, boxes and wrappers, advertisements, and manufacturers.
   * *d. Have the student collect, identify, and illustrate sources of product knowledge.*
   * *e. Have the student give a presentation of product knowledge on a selected item.*
2. *Determine appropriate apparel items for different customer types.*
   a. Determine and recognize size ranges for men, women, and children, using size charts.
   b. Accessorize outfits including men's, women's, and children's outfits.
   * *c. Use a size chart from a catalog and student's measurements to determine the correct size to order.*

* *d. Present to the class ways to use accessories to build a wardrobe.*

Suggested Assessment Strategies:

1. Define the role of the salesperson in the fashion retail organization.
- *a. Observation, rating sheet.*
- *b. Check for correctness.*
- *c. Check for correctness.*
- * *d. Teacher evaluation.*
- * *e. Teacher evaluation.*

2. Determine appropriate apparel items for different customer types.
- *a. Observation; check for accuracy.*
- *b. Observation; check for accuracy.*
- * *c. Observation; check for accuracy.*
- * *d. Observation; check for accuracy.*

Suggested References:

MarkEd Laps. "Selling." Lap 109, Lap 102.

Video - "Wardrobe Management: Dress Well for Less." Lake Zurich, IL: Learning Seed. 1994.

Peltz, Leslie. Fashion Accessories (3rd ed.). Glencoe. 1986.

Video - "Wardrobe Management: Dress Well for Less." Lake Zurich, IL: Learning Seed. 1993.

Video - "The 7-Day Professional Image Update." Bloomington, IL: Meridian Educational Corp. 1994.

Video - "Branding, Packaging & Labeling." D.E. Visuals, Sunrise, FL.

Stone, Elaine. Fashion Merchandising: An Introduction (5th ed.). New York: Glencoe/MacMillan/McGraw Hill. 1993.

Rath, Patricia et al. Introduction to Fashion Merchandising. New York: Delmar. 1994.

Video: "Fashion Your Figure." Lake Zurich, IL: Learning Seed. 1988.

FASHION MERCHANDISING
UNIT 6: FASHION ADVERTISING **(20 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Define goals and objectives of advertising in relation to fashion merchandising.
   a. Recognize the goals of advertising.
   b. Classify the types of fashion retail advertisement.
   * c. Formulate a promotional plan using the guidelines from DECA's Fashion Promotion Plan event.
   d. Describe the various special events undertaken to promote fashion merchandise.
   e. Choose appropriate time and products to advertise.
   Related Academic Topics (See Appendix A): C1
   Workplace Skills (See Appendix B): WP6
2. Explain advantages and disadvantages of different types of media.
   a. List and describe the advantages of the different types of media.
   Related Academic Topics (See Appendix A): C1
   Workplace Skills (See Appendix B): WP6
3. Prepare an ad layout.
   a. Complete an ad layout.
   b. Evaluate an ad.
   Related Academic Topics (See Appendix A): C1, C2, C4, M2, M4, M5
   Workplace Skills (See Appendix B): WP1, WP2, WP6

Suggested Teaching Strategies:

1. *Define goals and objectives of advertising in relation to fashion merchandising.*
   a. List and describe the goals of advertising to include selling goods, services, ideas, or companies; bringing customers into the store; maintaining good will; balancing sales volume during a week or month when sales are low; attracting new customers; and introducing new ideas, products, or services.
   b. Distinguish between institutional and promotional advertising through examples from newspaper and/or magazines.
   * *c. Have the students formulate a promotional plan from DECA's Fashion Promotion Plan in a written/oral report.*
   d. List and describe special events used to promote fashion merchandise to include fashion shows, formal productions, runway parades, special campaigns and celebrations, institutional events, designer and celebrity appearances, in-house video, demonstrations, and sampling.

e. Choose appropriate times and products to advertise to include seasons (heavy promotional periods) and products appropriate to occasions.

2. Explain advantages and disadvantages of different types of media.

a. List and explain the advantages of the different types of media to include newspaper, magazine, radio, direct mail, television, and outdoor.

3. Prepare an ad layout.

a. Prepare an ad layout to include: copy, headline, white space, illustration, subheading, border, and logo type.

b. Using a rating sheet, evaluate the effectiveness of sample ads.

Suggested Assessment Strategies:

1. Define goals and objectives of advertising in relation to fashion merchandising.

a. Check for accuracy.

b. Check for accuracy.

c. Check for accuracy.

d. Check for accuracy.

e. Teacher and class critiques.

2. Explain advantages and disadvantages of different types of media.

a. Check for correctness.

3. Prepare an ad layout.

a. Rating sheet; student and teacher critique.

b. Rating sheet; student and teacher critique.

Suggested References:

Mason, R.E. and Rath, P.M. Marketing Principles and Practices (5th ed.). New York: Glencoe. 1995.

Palmer, Dean and Stull, William A. Principles of Marketing. Cincinnati, OH: South-Western. 1991.

Ditzenberger, Roger and Kidney, John. Selling: Helping Customers Buy. Cincinnati, OH: South-Western. 1981.

Video - "Advertising & Display." Marketing and Distribution Education Series.

FASHION MERCHANDISING
UNIT 7: FASHION PROMOTION THROUGH DISPLAY **(15 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Define "visual merchandising" and its importance to fashion merchandising.
   a. Describe the types of display.
   b. Classify basic display arrangements/patterns.
   * c. Investigate the different types of displays at local retailers.
   Related Academic Topics (See Appendix A): C1
   Workplace Skills (See Appendix B): WP2, WP6
2. Construct a display.
   a. Create a display to include planning, building, maintaining, and dismantling.
   b. Give examples of uses of fixtures in fashion display.
   * c. Plan and construct a display in a local business or for a school as a group project.
   Related Academic Topics (See Appendix A): C2, C4, C6, M2, S8
   Workplace Skills (See Appendix B): WP1, WP2, WP5, WP6
3. Identify the principles of design and color classification.
   a. Explain the principles of design.
   b. Analyze color classifications from the color wheel.
   * c. Research and analyze the principles of design.
   Related Academic Topics (See Appendix A): C2, C6, M2, S6, S8
   Workplace Skills (See Appendix B): WP1, WP2, WP5, WP6

Suggested Teaching Strategies:

1. *Define "visual merchandising" and its importance to fashion merchandising.*
   a. Describe the types of displays to include interior and exterior, institutional and promotional.
   b. Classify basic display arrangements/patterns to include stair-step, pyramid, radiation, repetition, rhythm, zig-zag, and gradation.
   * *c. Have the students visit a local retailer and investigate the different types of displays.*
2. *Construct a display.*
   a. Plan and construct a display.
   b. Give examples of uses of fixtures in fashion display to include structural, decorative, and functional props.
   * *c. Have the students plan and construct a display.*
3. *Identify the principles of design and color classification.*
   a. Explain the principles of design to include balance (formal and informal), proportion, rhythm, emphasis, and harmony.

b. Analyze color classification from the color wheel to include primary, secondary, and intermediate.

* *c. Have the students prepare a booklet to include principles of design, different types of lines, and color classifications.*

Suggested Assessment Strategies:

1. Define "visual merchandising" and its importance to fashion merchandising.
   a. Check for correctness.
   b. Check for correctness.
* *c. Teacher evaluation.*
2. Construct a display.
   a. Rating of display; student and teacher critique.
   b. Check for correctness.
* *c. Teacher critique.*
3. Identify the principles of design and color classification.
   a. Check for correctness.
   b. Check for correctness.
* *c. Teacher critique.*

Suggested References:

Marketing: An Introduction.

Samson, Harland. Visual Merchandising: Planning & Techniques. South-Western. 1985.

Video - "Color in Everyday Life." Lake Zurich, IL: Learning Seed. 1993.

Rath, Patricia et al. Introduction to Fashion Merchandising. New York: Delmar. 1994.

Stone, Elaine. Fashion Merchandising: An Introduction (5th ed.). New York: Glencoe/MacMillan/McGraw Hill. 1993.

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FASHION MERCHANDISING
UNIT 8: THE BUYER AND FASHION BUYING **(10 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Define market in relation to buying fashion merchandise.
   a. Identify market centers in the U.S.
   b. Identify 6 major foreign market centers.
* c. Research and analyze a specific fashion market.
   Related Academic Topics (See Appendix A): C1
   Workplace Skills (See Appendix B): WP2, WP6
2. Describe duties of a fashion buyer.
   a. List duties of a fashion buyer.
   b. Describe considerations for going to market.
* c. Investigate careers in the field of fashion buying.
   Related Academic Topics (See Appendix A): C1, C5
   Workplace Skills (See Appendix B): WP2, WP6

Suggested Teaching Strategies:

1. *Define market in relation to buying fashion merchandise.*
   a. List and describe seven major market centers in the U.S. to include Chicago, Dallas, New York, Atlanta, Denver, Los Angeles, and Miami.
   b. List and describe the major foreign markets to include Great Britain, France, Spain, Italy, Israel, and Japan.
* *c. Have the students write a report and present to the class on a fashion market.*
2. *Describe duties of a fashion buyer.*
   a. List and discuss the duties of a fashion buyer to include: being able to make decisions under pressure; keeping up with current trends and developments; having product knowledge; analyzing customer demands; and planning the best manufacturing resources.
   b. Describe considerations for going to market to include: advance preparation and planning; pricing structure; store image; and customer preference.
* *c. Have a guest speaker discuss the field of fashion buying.*

Suggested Assessment Strategies:

1. *Define market in relation to buying fashion merchandise.*
   a. Check for accuracy.
   b. Check for accuracy.
* *c. Check for accuracy.*

2. *Describe duties of a fashion buyer.*
   a. *Check for accuracy.*
   b. *Check for accuracy.*
   c. *Class discussion.*

Suggested References:

Stone, Elaine. Fashion Merchandising: An Introduction (5th ed.). New York: Glencoe/MacMillan/McGraw Hill. 1993.

MarkEd. Lap 61. "Fashion Cycles & Movement." Cambridge, OH: The Ohio State University.

Video - "Wholesale in Fashion Merchandising." Charleston, West Virginia: Cambridge Educational. 1994.

Video - "Buyers, Markets & Marts." Ludbock, TX: Creative Ed. Video. 1991.

Rath, Patricia et al. Introduction to Fashion Merchandising. New York: Delmar. 1994.

Field Trip

Guest Speaker (e.g., buyer)

FASHION MERCHANDISING
UNIT 9: MERCHANDISING MATH **(20 days)**

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies And Suggested Objectives:

1. Compute accurately using basic and marketing math skills.
   a. Practice basic math skills.
   b. Complete the change making process.
   c. Calculate miscellaneous charges.
   d. Compute retail prices.
   e. Operate a cash register.
   f. Compute a sales check.
   g. Compute sales purchase order.

   Related Academic Topics (See Appendix A): C1, C2, M1, M2, M3, M7
   Workplace Skills (See Appendix B): WP1, WP2

*2. Review and reinforce merchandising mathematics skills.

* a. Perform activities to extend and reinforce merchandising mathematics skills.

   Related Academic Topics (See Appendix A): C1, C2, M1, M2, M3, M7
   Workplace Skills (See Appendix B): WP1, WP2

Suggested Teaching Strategies:

1. Compute accurately using basic and marketing math skills.
   a. Solve basic math problems to include whole numbers, fractions, decimals, percentages, and weights and measures.
   b. Make change with and without an automatic change indication.
   c. Using various activities, calculate miscellaneous charges to include amount of purchase, tax, discounts, etc.
   d. Compute retail prices using the cost method and the retail method.
   e. Demonstrate operations of a cash register.
   f. Fill out a blank sales slip and compute accurately.
   g. Fill out a blank purchase order and compute accurately.

*2. *Review and reinforce merchandising mathematics skills.*

* *a. Have students complete activities using merchandising mathematics skills.*

Suggested Assessment Strategies:

1. Compute accurately using basic and marketing math.
   a. Check work for correctness.
   b. Teacher observation.
   c. Check for correctness.

d. Check for correctness.
e. Teacher observation.
f. Check for accuracy.
g. Check for accuracy.

**2. Perform math activities.*
** a. Check for accuracy.*

Suggested References:

Marketing Math (pg 26)

Merchandising Math

Farses, L.; Kimbrell, G; and Woloszyk, C. Marketing Essentials. Mission Hills, CA: Glencoe/McGraw-Hill. 1991.

MarkEd (IDECC). Columbus, OH: The Ohio State University.

Mathison, Marilyn. Apparel and Accessories. New York: Gregg Division of McGraw Hill. 1979.

Checker Cashier

FASHION MERCHANDISING
UNIT 10: FASHION SHOW **(10 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Define the types of fashion shows.
   a. Explain the types of fashion shows.
   b. Describe types of informal modeling.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M2
   Workplace Skills (See Appendix B): WP1, WP2
2. Describe the steps in planning a fashion show.
   a. List the steps in planning a fashion show.
   b. Produce a fashion show to include preparing publicity, preparing advertisement, and writing commentaries.
   * c. Analyze an actual fashion show.
   Related Academic Topics (See Appendix A): C1, C6, M2
   Workplace Skills (See Appendix B): WP1, WP2

Suggested Teaching Strategies:

1. *Define the types of fashion shows.*
   a. List and describe the 4 types of fashion shows to include production show, formal runway show, informal show, and video production.
   b. Describe informal modeling to include informal fashion show, trunk show, tea-room modeling, hatbox show, and mannequin modeling.
2. *Describe the steps in planning a fashion show.*
   a. List and describe the steps in planning a fashion show to include organization, location, theme, model selection, creative theatrical media, publicity, and finalizing the plan.
   b. Produce a fashion show and video to critique.
   * *c. Have the students write a critical analysis of an actual fashion show.*

Suggested Assessment Strategies:

1. *Define the types of fashion shows.*
   a. Check for correctness.
   b. Check for correctness.
   c. Check for correctness.
2. *Describe the steps in planning a fashion show.*
   a. Check for correctness.
   b. Teacher and student observation and critique.
   * *c. Teacher evaluation.*

Suggested References:

Everett, Judith & Swanson, Kristen. Guide to Producing a Fashion Show. Fairchild.

FASHION MERCHANDISING
UNIT 11: EMPLOYMENT IN RETAILING **(15 days)**
*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Competencies and Suggested Objectives:

1. Define broad job opportunities in fashion merchandising.
   a. Describe broad areas of retailing.
   b. Discuss sources of jobs in the fashion industry.
   Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6, M1
   Workplace Skills (See Appendix B): WP1, WP2
2. Conduct a job search.
   a. Identify sources of employment information.
   b. Research occupational area to include skills, traits, employment opportunities, opportunities for advancement, benefits, and wages.
   c. Participate in an interview to include proper dress and appropriate grooming.
   Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6, M1
   Workplace Skills (See Appendix B): WP1, WP2
3. Prepare written forms necessary for job acquisition/resignation.
   a. Write or update a resume or personal data sheet.
   b. Write a letter of application.
   c. Complete a job application form.
   d. Prepare a follow-up letter.
   e. Submit a letter of resignation.
   Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2

Suggested Teaching Strategies:

1. *Define broad job opportunities in fashion merchandising.*
   a. *Describe broad areas of retailing to include mail order, over-the-counter, direct, and vending.*
   b. *List and discuss areas of employment in fashion to include manufacturing, retailing, design, and textiles.*
2. *Conduct a job search.*
   a. *Use library and/or career centers to acquire sources of employment information.*
   b. *Prepare written report on research of occupational area.*
   c. *Role play an interview.*
3. *Prepare written forms necessary for job acquisition/resignation.*
   a. *Prepare a resume or personal data sheet using proper form.*
   b. *Prepare a letter of application using proper form.*
   c. *Complete a job application form accurately.*

d. Prepare a follow-up letter using proper form.
e. Write a letter of resignation using proper form.

Suggested Assessment Strategies:

1. Define broad job opportunities in fashion merchandising
a. Check for accuracy
b. Check for accuracy
2. Conduct a job search.
a. Teacher observation.
b. Teacher assessment.
c. Teacher critique from assigned criteria.
3. Prepare written forms necessary for job acquisition/resignation.
a. Check for accuracy.
b. Check for accuracy.
c. Check for accuracy.
d. Check for accuracy.
e. Check for accuracy.

Suggested References:

Finding and Keeping a Job

Getting a Job (process kit). South-Western.

Marketing Principles and Practices

Computer Software

Video - "Sell Yourself: Successful Job Interviewing." Lake Zurich: Learning Seed. 1989.

Guest Speaker (e.g., from an employment agency).

Outside interviewer.

SECTION III:

RECOMMENDED TOOLS AND EQUIPMENT

RECOMMENDED TOOLS AND EQUIPMENT FOR SECONDARY MARKETING

1. Props & Fixtures (1 of several types)
2. Mannequins (2 per program)
3. Display Case (1)
4. Display Windows (1)
5. Television (1 per program)
6. VCR (1 per program)
7. Camcorder w/tripod (1)
8. Cash Register (1)
9. Computer, 586 w/pentium, CD ROM (1 per 2 students)
10. Printer, Laser w/color (1 per program)
11. Calculators (1 per student)
12. Telephone (1)
13. Desktop Software (1 per computer)
14. Sound System (1)
15. Laminating Machine (1)

RECOMMENDED INSTRUCTIONAL AIDS FOR SECONDARY MARKETING

1. Television (1 per program)
2. VCR (1 per program)
3. Camcorder w/tripod (1 per program)
4. Magazine Rack (1 per program)
5. Risograph Copier (1 per program)
6. LCD Panel Projector (1 per program)
7. Telephone (1 per program)
8. Podium, Lecture (1 per program)
9. Videos related to Marketing

RECOMMENDED TOOLS AND EQUIPMENT FOR SECONDARY FASHION MERCHANDISING

1. Props & Fixtures (1 of several types)
2. Mannequins (2 per program)
3. Display Case (1)
4. Display Windows (1)
5. Television (1 per program)
6. VCR (1 per program)
7. Camcorder w/tripod (1)
8. Cash Register (1)
9. Computer, 586 w/pentium, CD ROM (1 per 2 students)
10. Printer, Laser w/color (1 per program)
11. Calculators (1 per student)
12. Telephone (1)
13. Desktop Software (1 per computer)
14. Sound System (1)
15. Laminating Machine (1)

RECOMMENDED INSTRUCTIONAL AIDS FOR SECONDARY FASHION MERCHANDISING

1. Television (1 per program)
2. VCR (1 per program)
3. Camcorder w/tripod (1 per program)
4. Magazine Rack (1 per program)
5. Risograph Copier (1 per program)
6. LCD Panel Projector (1 per program)
7. Telephone (1 per program)
8. Podium, Lecture (1 per program)
9. Videos related to Marketing

APPENDIX A:

RELATED ACADEMIC TOPICS

APPENDIX A

RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

EXPANDED TOPICS FOR COMMUNICATIONS

TOPIC C1: Interpret written material.

C1.01 Read and follow complex written directions.
C1.02 Recognize common words and meanings associated with a variety of occupations.
C1.03 Adjust reading strategy to purpose and type of reading.
C1.04 Use sections of books and reference sources to obtain information.
C1.05 Compare information from multiple sources and check validity.
C1.06 Interpret items and abbreviations used in multiple forms.
C1.07 Interpret short notes, memos, and letters.
C1.08 Comprehend technical words and concepts.
C1.09 Use various reading techniques depending on purpose for reading.
C1.10 Find, read, understand, and use information from printed matter or electronic sources.

TOPIC C2: Interpret visual materials (maps, charts, graphs, tables, etc.).

C2.01 Use visuals in written and in oral presentations.
C2.02 Recognize visual cues to meaning (layout, typography, etc.).
C2.03 Interpret and apply information using visual materials.

TOPIC C3: Listen, comprehend, and take appropriate action.

C3.01 Identify and evaluate orally-presented messages according to purpose.
C3.02 Recognize barriers to effective listening.
C3.03 Recognize how voice inflection changes meaning.
C3.04 Identify speaker signals requiring a response and respond accordingly.
C3.05 Listen attentively and take accurate notes.
C3.06 Use telephone to receive information.

C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC C4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.
C4.02 Use various print and non-print sources for specialized information.
C4.03 Interpret and distinguish between literal and figurative meaning.
C4.04 Interpret written or oral communication in relation to context and writer's point of view.
C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC C5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.
C5.02 Use reading, writing, listening, and speaking skills to solve problems.
C5.03 Compose inquiries and requests.
C5.04 Write persuasive letters and memos.
C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
C5.08 Select and use appropriate formats for presenting reports.
C5.09 Convey information to audiences in writing.
C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC C6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.
C6.02 Describe a business or industrial process/mechanism.
C6.03 Participate effectively in group discussions and decision making.
C6.04 Produce effective oral messages utilizing different media.
C6.05 Explore ideas orally with partners.
C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
C6.07 Restate or paraphrase a conversation to confirm one's own understanding.
C6.08 Gather and provide information utilizing different media.

C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

RELATED ACADEMIC TOPICS FOR MATHEMATICS

M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M4 Explore the concepts of measurement.
M5 Explore the geometry of one-, two-, and three-dimensions.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
M1.04 Investigate relationships among fractions, decimals, and percents.
M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
M1.08 Use computation, estimation, and proportions to solve problems.
M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

M2.01 Describe, extend, analyze, and create a wide variety of patterns.
M2.02 Describe and represent relationships with tables, graphs, and rules.
M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
M2.04 Use patterns and functions to represent and solve problems.
M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

M4.01 Estimate, make, and use measurements to describe and compare phenomena.
M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

M5.01 Identify, describe, compare, and classify geometric figures.
M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
M5.03 Explore transformations of geometric figures.
M5.04 Understand and apply geometric properties and relationships.
M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

M6.01 Systematically collect, organize, and describe data.
M6.02 Construct, read, and interpret tables, charts, and graphs.
M6.03 Develop an appreciation for statistical methods as powerful means for decision making.
M6.04 Make predictions that are based on exponential or theoretical probabilities.

M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.
M7.02 Use problem-solving approaches to investigate and understand mathematical content.
M7.03 Formulate problems from situations within and outside mathematics.
M7.04 Generalize solutions and strategies to new problem situations.

RELATED ACADEMIC TOPICS FOR SCIENCE

S1 Explain the Anatomy and Physiology of the human body.
S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
S3 Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.
S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.
S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.
S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.
S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.
S1.02 Explore the relationship of the cell to more complex systems within the body.

S1.03 Summarize the functional anatomy of all the major body systems.
S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
S1.05 Compare and contrast disease transmission and treatment within each organ system.
S1.06 Explore the usage of medical technology as related to human organs and organ systems.
S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
S2.02 Explain sexual and asexual reproduction.
S2.03 Describe the ecological importance of plants as related to the environment.
S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.

S3.01 Explain the morphology, anatomy, and physiology of animals.
S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
S4.03 Consider the effects of weather and climate on the environment.
S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC S5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
S5.04 Relate the behavior of gases.
S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC S6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
S6.02 Explore the concepts and relationships among work, power, and energy.
S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.
S7.02 Apply the concept of population genetics to both microbial and multicellular organism.
S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.
S8.02 Observe and practice safe procedures in the classroom and laboratory.
S8.03 Demonstrate proper use and care for scientific equipment.
S8.04 Investigate science careers, and advances in technology.
S8.05 Communicate results of scientific investigations in oral, written, and graphic form.

APPENDIX B:

WORKPLACE SKILLS

APPENDIX B
WORKPLACE SKILLS FOR THE 21ST CENTURY

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5 Selects, applies, and maintains/troubleshoots technology.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

APPENDIX C:

STUDENT COMPETENCY PROFILE

STUDENT COMPETENCY PROFILE FOR MARKETING I

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Unit 1: Orientation

_____ 1. Review educational, occupational, and leadership opportunities in Marketing Education.

Unit 2: Marketing and Economic Fundamentals

_____ 1. Define and analyze the marketing process in relation to modern society.
_____ 2. Introduce economic fundamentals.

Unit 3: Human Relations

_____ 1. Demonstrate human relations skills in business.

Unit 4: Communications

_____ 1. Explain the nature of effective verbal communication.
_____ 2. Explain the nature of effective nonverbal communication.

Unit 5: Math

_____ 1. Compute accurately using basic and marketing math skills.

Unit 6: Selling

_____ 1. Describe the activities of sales people that can help make a sale and build a clientele.
_____ 2. Identify and demonstrate the components or steps of the selling

process to include pre-approach, approach, determining needs, presentation, handling objections, suggestive selling, closing the sale, and reassurance.

_____ 3. Explain importance and benefits of proper product knowledge.
_____ 4. Demonstrate the mechanics of closing a sale.

Unit 7: Merchandising/inventory Control

_____ 1. Maintain inventory systems.
_____ 2. Explain functions of store maintenance and housekeeping duties.
_____ 3. Explain the process of buying and pricing.

Unit 8: Credit

_____ 1. Explain the importance and purpose of credit.

Unit 9: Promotion

_____ 1. Define and explain the role of advertising.
_____ 2. Define and explain the role of visual merchandising.

Unit 10: Career Development/employability Skills

_____ 1. Conduct a job search.
_____ 2. Prepare written forms necessary for job acquisition/resignation.

Unit 11: Entrepreneurship

_____ 1. Define entrepreneurship.
_____ 2. Demonstrate understanding of financial statements.
_____ 3. Differentiate between methods of financial loans.
_____ 4. Research and organize an entrepreneurship manual.

STUDENT COMPETENCY PROFILE FOR MARKETING II

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Unit 1: Economics

_____ 1. Review economic systems.
_____ 2. Identify economic concepts on national and international levels.

Unit 2: Principles of Management

_____ 1. Describe the role of management.
_____ 2. Define and describe effective management skills.

Unit 3: Store Layout

_____ 1. Demonstrate knowledge as to how to arrange store fixtures and merchandise in selling and non-selling areas in such a manner that maximum profits and customer satisfaction are realized.

Unit 4: Store Security

_____ 1. Identify and explain primary aspects of store security.

Unit 5: Trading Area

_____ 1. Identify and discuss criteria for the selection of a new business location.

Unit 6: Buying/Merchandising Selection

_____ 1. Discuss the buying process and strategies used to make buying decisions.
_____ 2. Identify the considerations for profitable merchandise selection.

Unit 7: Stock and Inventory Control

_____ 1. Explain the importance and nature of inventory control systems.
_____ 2. Explain the role of stock/inventory control in reducing shrinkage.

Unit 8: Promoting a Small Business

_____ 1. Describe activities used in promoting a small business.

STUDENT COMPETENCY PROFILE FOR FASHION MERCHANDISING

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

*Indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course

Unit 1: Orientation

_____ 1. Review educational, occupational, and leadership opportunities in Fashion Merchandising.

Unit 2: Introduction to Fashion Merchandising

_____ 1. Present an overview of fashion.
_____ 2. Research the history of costume to identify styles of various periods in history.

Unit 3: The Movement of Fashion

_____ 1. Predict the direction of fashion.

Unit 4: Textiles and Fibers

_____ 1. Differentiate and define the broad group of fibers.
_____ 2. Identify four major textile laws and cite their purpose.
_____ 3. Discuss the major steps in textile manufacturing.
_____ 4. Describe methods of making fabrics.

Unit 5: Selling Fashion Apparel

_____ 1. Define the role of the salesperson in the fashion retail organization.
_____ 2. Determine appropriate apparel items for different customer types.

Unit 6: Fashion Advertising

_____ 1. Define goals and objectives of advertising in relation to fashion merchandising.
_____ 2. Explain advantages and disadvantages of different types of media.
_____ 3. Prepare an ad layout.

Unit 7: Fashion Promotion Through Display

_____ 1. Define "visual merchandising" and its importance to fashion merchandising.
_____ 2. Construct a display.
_____ 3. Identify the principles of design and color classification.

Unit 8: The Buyer and Fashion

_____ 1. Define market in relation to buying fashion merchandise.
_____ 2. Describe duties of a fashion buyer.

Unit 9: Merchandising

_____ 1. Compute accurately using basic and marketing math skills.
_____ *2. Review and reinforce merchandising mathematics skills.

Unit 10: Fashion Show

_____ 1. Define the types of fashion shows.
_____ 2. Describe the steps in planning a fashion show.

Unit 11: Employment in Retailing

_____ 1. Define broad job opportunities in fashion merchandising.
_____ 2. Conduct a job search.
_____ 3. Prepare written forms necessary for job acquisition/resignation.